BOSTON UNIVERSITY

SCHOOL OF EDUCATION

Thesis

THREE UNITS IN ELEVENTH-GRADE ENGLISH

Submitted by

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CHAPTER I

INTRODUCTION

Twentieth century changes in education. -- With the growing realization of the importance of the individual, leaders in the field of education were forced to seek new methods of approaching the child, and it was by these thoughtful individuals that more attention was given to the application of psychological principles in the organization of subject matter. Thus the teaching world was given such plans as the Morrison, the Dalton, and the Winnetka. Each of these procedures has as its basis the development and growth of the individual mentally, spiritually, and physically.

The purpose of this thesis. -- It is not necessary to define and comment upon the plans themselves and their place in education today. This work has been done by others.[1/] It is rather the purpose here to apply certain basic psychological principles generally accepted by many leading educators today.

In the past few years there has been developed in Boston University

1/ See for example, Roy O. Billett, Provisions for Individual Differences, Marking, and Promotion, Bulletin, 1932, National Survey of Secondary Education, No. 17, Monograph No. 13, United States Department of the Interior, Office of Education, United States Government Printing Office, Washington, 1933. Part II, p. 227 - 309.

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CHAPTER I

INTRODUCTION

Trends in recent research in education. -- With the growing realization of the importance of the individual, leaders in the field of education were forced to seek new methods of appreciating the child, and it was by some fundamental individuals that more attention was given to the application of psychological principles in the organization of subject matter. Thus the teaching world was given such plans as the Morrison, the Dalton, and the Winnetka. Each of these procedures has as its basis the development and growth of the individual mentally, emotionally, and physically.

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School of Education[1] a plan for applying these principles to the organization of subject matter and which has for its purpose not only the teaching of the individual but the definite statement and development of goals which the teacher wishes to reach. These fall into two general classes, that is they are goals which may be skills or concepts. Those given here are of a conceptual nature.

The parts of the "unit". -- The statement of the goal or concept by the teacher is called the unit. Once formulated clearly and concisely, it is further defined by stating the exact material included in the unit as stated. This is known as the "delimitation". It immediately follows the definition of the concept or unit. A third section, called "incidental learning products", describes the knowledges and skills which, although not directly taught, may be grasped by the students in the working of the unit.

The "tentative time limit". -- This follows the incidental learning products and contains the approximate number of weeks, periods, and minutes which may be occupied in the study of a particular unit.

The "teacher's bibliography". -- This contains any references which may benefit the teacher in the presentation of the unit. Any material which should be handled exclusively by the teacher should be placed here.

The pupil never sees the unit, its delimitation, the incidental learning products, the tentative time limit, and the teacher's bibliography. These are retained and placed on file by the teacher or principal.

1/ Under the direction of Dr. Roy O. Billett.

The "unit assignment". -- This contains the required and optional work to be done by the pupils. In the actual presentation of the unit optional activities may be kept on individual cards on the teacher's desk or in her file case. However, it has been necessary to place them together here at the end of the unit assignment. The teacher's part in the unit is given as it would occur in working out the concept. It is distinguished from the numbered material for the pupils by means of capital letters. It is understood that this does not appear on the actual sheets given to the class.

The permanency of this plan. -- By thus setting down on paper the actual work to be accomplished, the teacher has a record which she may keep from year to year, making only the minor changes which may be necessary for each particular class. Such records may be kept on file in the principal's office and are thus accessible to any teacher in the field in which the unit was written.

The units forming the major part of this thesis. -- The three units given here are for an average eleventh-grade class. They consist of three concepts which may be obtained from the study of A Tale of Two Cities by Charles Dickens, the stories from mythology, and the examination of the English language. These have not been tried and proven as yet, and for this reason no material has been designated for children of different intelligence levels. This is left to the teacher who uses the units and knows the members of her own particular class well enough to devise some means of adjusting the work to their individual needs. The optional

The "unit assignment". -- This contains the required and optional work to be done by one pupil. In the actual organization of the unit opinions activities may be set up on individual cards on the teacher's desk or in our file case. However, it has been suggested to place this co-operative data on the end of the unit assignment. The teacher's part in the unit is given as it might occur in starting out the project. It is distinctive from the numerous material for the pupils by means of capital letters. It is mimeographed that this data may appear on the actual sheets given to the class.

The performance of this unit. -- By time getting down on paper the actual work to be accomplished, the teacher has a da and which she may keep from year to year, making only the minor changes which may be necessary for some particular class. Such records may be kept on file in the principal's office and are then accessible to any teacher in the field in which the unit was written.

The units itself. The major work in unit assignment. -- The three units given here are for an average eleventh-grade class. Some consider of three occasions which may be obtained from the study of a book of the Bible or Christian classics, the stories from mythology, and the examination of the English language. These have not been tried out, given as yet, but they have been designed for children of different intellectual levels. This is left to the teacher who knows the units and knows the capacity of her pupils where will choose to leave some out or adapting the work to their individual needs. The original

activities are purposely varied to present to the teacher enough material to use in such an adjustment.

The contribution, if any, of this thesis. -- It has not been the purpose here to defend or prove the ideas or concepts behind this unit assignment plan. It has rather been to apply or make use of these basic psychological principles which are used in the organization and preparation of subject-matter as it is presented to pupils. In the units which follow these principles have been used to organize the work to be given to pupils.

CHAPTER II

A TALE OF TWO CITIES

The Unit

Human nature cannot be crushed and subdued forever. Its very being rebels against continued physical and mental oppression. Man is a creature so constituted that he will not be subservient to any reign of terrorism without a growing resentment which finally expresses itself in action more drastic, more lawless, more desperate, than that to which he himself has been subjected.

The Delimitation

A. The inhuman treatment of the commoners by the aristocracy was the means of fostering a spirit contrary to the best principles of human liberty as practiced in America today.

1. Glimpses of France in the decades preceding the Revolution reveal to the reader the complete disregard of fundamental human rights by the aristocracy in its treatment of the commoner.

2. Resentment was flamed in the most obscure of places.

B. The Reign of Terror was the barbarous retribution exacted of the aristocracy by the commoners. The evils of past generations were avenged on the guillotine, and the cry of "Liberty, Fraternity, and Equality" found its way into the homes and spirits hitherto denied such human rights.

CHAPTER II

A TALE OF TWO CITIES

The Cult

Human nature cannot be changed and unchanged forever. Its very being tends against conflicting physical and mental extremes. Man is a creature so constituted that he will not be subservient to any religion of servitude, without a glorious resistance which finally overpowers it and raises more lowly, more desperate, than that to which he himself has been subjected.

The Culmination

A. The immediate treatment of the commoners by the aristocracy was the means of fostering a spirit contrary to the best principles of human liberty as practised in America today.

1. Allusions of France in the decades preceding the Revolution revealed to the reader the complete disregard of fundamental human rights by the aristocracy in its treatment of the commoner.

2. Resentment was fanned in the hearts concerns of planes.

3. The action of terror was the corporate retribution exacted of the aristocracy by the commoners. The evils of such generations were avenged on the guillotine, and the cry of "liberty, fraternity, and equality" found its way into the hearts and spirits bitterness had been denied rights.

The Incidental Learning Products

1. A knowledge of the story itself is important because of the author's intermingling of plot and background in such a way as to bring into play the fundamental emotions to be found in the people who lived during this time.

2. The story of the French Revolution, with its causes and results, is made more clear and understandable by this fictional background.

3. A knowledge of the social background of the times is an aid to the imagination for the correct picturization of scenes.

4. A knowledge of the author's life aids in understanding his work.

5. Certain technicalities of English may be obtained:

   a. Enrichment of vocabulary;

   b. Increased skill in reading;

   c. New conversational material;

   d. A knowledge of the structure of the novel and of style.

The Tentative Time Limit

About five weeks, five periods a week, forty minutes each. Introduction: two periods. Laboratory: Book I, three periods; Books II and III, seven periods each. Discussion: three periods, one for each Book. Socialization: two periods. Testing for mastery: one period.

The Instructional Learning Products

1. A knowledge of the story itself is important because of the author's interpolating of plot and background in such a way as to bring into play the fundamental problems to be found in the people who lived during this time.

2. The story of the French revolution, with its causes and results, is made more clear and understandable by this fictitious overpower.

3. A knowledge of the social background of the times is an aid in the individualization for the correct pronunciation of names.

4. A comparison of the author's life also in understanding his work.

5. Certain technicalities of English may be obtained:

a. Enrichment of vocabulary;

b. Increased skill in reading;

c. Improvement in pronunciation;

d. A knowledge of the structure of the novel and of style.

The Instructive Plan - Units

Each five weeks, five periods a week, forty minutes each.

Introduction: one period. Laboratory: Book I, three periods; Book II and III, seven periods each. Discussion: three periods, one for each book. Dramatization: two periods. Testing for mastery: one period.

The Unit Assignment

In the following work, the teacher's part is indicated by a capital letter, while the work to be done by the pupils is numbered.

A. A preliminary test for those who have already read A Tale of Two Cities may be found at the end of the unit.

1. The following books are suggested to those who have successfully passed the preliminary test. One or more may be read.

Arthur, Frederick: The Mysterious Monsieur Dupont
Douglas, Theo: A Golden Trust
Dumas, Alexandre: The Countess de Charny
Dumas, Alexandre: The Taking of the Bastille
Eversleigh, E.G.: The Rose of Bearn
Gras, Felix: The Reds of the Midi
Orczy, Baroness; The Elusive Pimpernel
Orczy, Baroness: The Scarlet Pimpernel
Sabatini, Rafael: Scaramouche
Sabatini, Rafael: The Trampling of the Lilies
Sheehan, P.A.: The Queen's Fillet
Wentworth, Patricia: A Marriage Under the Terror
Wynne, May: The Red Fleur-de-Lys

B. The teacher should give an introductory talk on the life of Charles Dickens. This should be based on the following points:

1. The wish to know something about the life of Dickens and to notice the difference between A Tale of Two Cities and his other novels.

2. In discussing his early life, the following topics are to be mentioned:

a. Birth;

The Unit Assignment

In the following work, the teacher's part is indicated by a marginal letter, while the work to be done by the pupils is numbered.

A. A preliminary test for these pupils already read A Tale of Two Cities may be found at the end of the unit.

1. The following books are suggested to those who have successfully passed the preliminary test. One or more may be read.

Arnold, Matthew: Lost Mistletoe & Other Poems
Dickens, Charles: A Christmas Carol
Duncan, Alexander: The Adventure of Jerry
Evans, Mary Ann: Adam Bede
Gaskell, E. C.: The Cranford Chronicles
Hope, Anthony: The Prisoner of Zenda
Kipling, Rudyard: Kim
Lytton, Bulwer: The Last Days of Pompeii
Meredith, George: The Adventures of Harry Richmond
Reade, C.: The Cloister and the Hearth
Scott, Walter: Ivanhoe
Stevenson, Robert: The Black Arrow
Thackeray, W. M.: The Newcomes
Wallace, Lew: Ben Hur
Wyss, Johann: The Swiss Family Robinson

B. The teacher should give an introductory talk on the life of Charles Dickens. This should be based on the following points:

1. The world in which Dickens lived, and his attitude toward it.

Notice the difference between A Tale of Two Cities and his other novels.

2. In discussing his early life, the following topics are to be mentioned:

a. Birth:

b. Parentage;

c. Poverty;

d. Education;

e. Work.

3. As a young man, he had a position on the "morning Chronicle"; the Pickwick Papers.

4. The later life of Dickens should be mentioned in the light of his other novels and the various positions in which he was interested.

5. After mentioning the death of Dickens, his characteristics should be discussed at length.

6. At the close of the period, brief synopses of some of the other novels by this author may be read.

C. A period, devoted exclusively to the French Revolution and its leaders, should be conducted by the teacher. An excellent discussion may be based upon William Stearns's The French Revolution As Told in Fiction, Chicago, American Library Association, 1927, Pamphlet, p. 10 - 31.

2. Read Book I of A Tale of Two Cities and ask yourself the following questions which will later be discussed in class:

A. Dickens wishes to paint in words the setting of the story and the countries involved. What incidental stories and pictures

are given to make you aware of these things?

b. In the feeling of mysticism and foreboding in the story, can you discover any clues which might aid you later in solving the mysteries?

c. What are the foremost thoughts in your mind as you finish this section of the book?

d. Some of the characters are introduced here. How would you describe them to your friends?

e. This part of the book is called "Recalled to Life". Have you discovered its significance?

3. Read Book II. Keep the following questions in your mind for class discussion.

a. "The Golden Thread" is spun throughout the pages of Book II. Are you sure you can find it? What motive do you think was in the mind of the author in giving this section such a name? What is the golden thread?

b. What changes do you notice in France with the passing of time?

c. How does the author intermingle realism with fiction?

d. Can you discuss intelligently the plot as far as you have read? Do you really <u>know</u> the characters?

e. Can you give any examples of humor and pathos in the story?

are given in which you hear of these things?

b. In the reading of epistles and travelling in the story, can you discover any clues which might aid you later in solving the mystery?

c. What are the strongest strands in your mind as you finish this section of the book?

d. Some of the characters are introduced here. How would you describe them to your friends?

e. This part of the book is called "Escaped to Life". Have you discovered its significance?

3. Read Book II. Keep the following questions in your mind for class discussion.

a. "The Golden Thread" is also mentioned in the prayer of Book II. Are you sure you can find it? What course do you think was in the mind of the author in giving this analogy such a name? What is the golden thread?

b. What changes do you notice in Tessie with the passing of time?

c. Are that the author intermingles reality with fiction?

d. Can you discuss intelligently the plan as far as you have read? Do you really know the characters?

e. Can you give any examples of humor and pathos in the story?

f. Are you eager to read Book III? List your reasons and what you hope to find in the last section. Keep these to check later when you have finished the story.

4. When you have finished reading Book III, be ready to answer the following questions in class.

a. "The Track of the Storm" was chosen by the author as a fitting title for the final section of the book. What does such a title suggest to your imagination? Do you think that it should have a more fitting title? Justify your choice of a title.

b. The Defarges have emerged from their wineshop as leaders of the Revolution. Trace the part Madame has played in the story. How has she been introduced to you? When you consider the part these people have had in the preparation of the Revolution, to what conclusion do you come?

c. The storm has broken on the aristocrats. Think over the history of the two cities as it has been revealed to you by the author. What is your opinion of the situation? What causes would you assign to the Revolution? In your mind, who is to blame? What do you think is the deep, underlying cause of the Revolution?

d. You have often heard of the great love of a man who gives up his life for his friend. Sydney Carton gives up his life for Charles Darnay. Is he justified? Why has he done so? It is said that a crisis reveals the true character of a man. Do you agree with this statement? Do you agree with it when it is applied to

1. Are you eager to read Book III? Give your reasons and what you hope to find in the next section. Keep these in mind later when you have finished the story.

2. Now you have finished reading Book III, be ready to answer the following questions in class.

a. "The Proof of the Stone" was chosen by the author as a fitting title for the final section of the book. What does such a title suggest to your imagination? Do you think that it about have a more closing sight? Justify your choice of a title.

b. The pedlars have escaped from their wicked as leaders of the revolution. Where the part Andrew has played in the story? Can you name introduce to you? Then you do think the part these people have had in the preparation of the revolution, to what conclusion do you come?

c. The story has grown on the manuscript. Going over the history of the two claims as it has been revealed to you by the author what is your opinion of the eventual? What course would you adopt in the investigation? In your case, was is so clear? Can you think in the deep, underlying sense of the revelation?

d. You have other ideas of the case that you give up his life for his friend. Young Farth lives a life for Christie Murray. Is he justified? Why has he done so? Is it only that a crisis reveals the true character of a man. Do you agree with this statement? Do you agree that it does? Is it right to

Carton? Repeat his last words and weigh well their significance.

e. What thoughts are uppermost in your mind as you finish the story? How would you explain them to a person who has read the book and with whom you would like to discuss it?

5. Select one from the following group of assignments:

a. Make a character sketch by hand or in writing of your favorite character in A Tale of Two Cities .

b. Contrast any two characters in which you are most interested.

c. Trace the history of one of the characters throughout the story.

d. Construct an imaginary dialogue in which you are primarily concerned with the characteristics of the prominent people in the story.

6. Select one from the following group of assignments:

a. Write a composition on your reactions as a spectator at the trial of Charles Darnay in London.

b. As a passenger on board the ship which took Lucy and her father home from France, you would have noticed these two. Describe them in writing.

c. As Lucy's friend you would have access to her London home. Tell about your visits there during her engagement and marriage to Charles Darnay.

Section: Answer six least words and write well their significance.

a. What characters are commonly in your mind as you finish the story? Who would you explain them to a person who has read the book and with whom you would like to discuss it?

b. Select one from the following group of assignments:

a. Make a comparison between by land or in writing of your favorite character in A Tale of Two Cities.

b. Describe why two characters in which you are most interested.

c. Trace the history of one of the characters throughout the story.

d. Describe an imaginary dialogue in which you are primarily concerned with the characteristics of the dramatic people in the story.

c. Select one from the following group of assignments:

a. Write a composition on your reactions as a spectator at the trial of Charles Darney in London.

b. As a passenger on board the ship which took Lucy and her father home from France, you would have noticed these two. Describe them in writing.

c. As Lucy's friend you would have spoken to the Doctor about. Tell about your visits made during her engagement and marriage to Charles Darney.

d. It would be interesting to accompany Jerry on one of his famous "fishing" trips. There would be thrills and fears for any spectator. How would you feel on such a trip?

e. It is thrilling to actually see and associate with the great figures of history. You would see many on a trip through Paris at the time of our story. Can you describe them?

f. "La Guillotine" was famous in her day. People danced about her but those who knew the victims of the monster could tell many stories. What story can you tell to your friends about a man who fulfilled the saying that no man has greater love for his friend than to give up his life for him?

g. Write a composition on your reactions as a spectator at the trials of Charles Darnay in France.

7. The assignments which follow are optional and may be done at will for extra credit.

a. Read and report on one of the following books on the French Revolution:

Belloc, Hilaire: Highlights of the French Revolution
Carlyle, Thomas: The French Revolution
Gibbs, Philip: Men and Women of the French Revolution
Henderson, E.F.: Symbol and Satire in the French Revolution
Johnston, R.M.: The French Revolution
Latimer, E.W.: My Scrapbook of the French Revolution
Mathews, Shailer: The French Revolution

b. Read and report on any of the novels given for those who success-

4. Is music an inheritance or something every so one of his famous "finishing" notes. There could be further and there for any occasion. Do would you feel on such a score?

5. Is it fulfilling, in actuality, one's art associate with the great figures of history. The world as many on a site towards fails at the time of our story. Can you describe that?

6. The "Gilliatine" and Lugrin in our day. Jessie Cassard says that one does who have the visions of the another could tell many stories. What story can you tell to just fulfill about a man who fulfilled the saying that no man has greater love for his friend than to give up his life for him?

8. Give a composition on your reactions as a spectator at the artist of Charles Dorsey in Kenora.

7. The avant-garde union leaders are optimal enough to open at will for extra events.

9. Write any report on one of the following topics on the French revolution:

Jean, Marie: Biography of the French revolution
Pierre, Andre: The French Revolution
Oliver, Marion: The French Revolution
Andrews, A.: Letters on the French Revolution
Dorsey, A.: The French Revolution
Gilmer, A.: The Revolution
Andrews, Marion: The French Revolution

8. Have you taken any of the Dorsey plays, or have you accompa-

fully passed the preliminary test.

c. Make a sketch book of drawings of characters and scenes in the Revolution.

d. Make a sketch book of drawings of characters and scenes from A Tale of Two Cities.

e. Make a bibliography of poems, novels, and biographies based on this period.

f. Construct a map of Paris, locating the places mentioned in the story.

g. Make a dictionary of unfamiliar words found in A Tale of Two Cities, including the origin of the word, the meaning, pronunciation, and correct use.

h. Make a report on another novel by Dickens.

i. Make an illustrated notebook on the French Revolution.

j. Make an illustrated notebook on the novel itself.

k. Dramatize a scene from the novel, writing the script and producing it before the class.

l. Construct a model of any of the following: a ship of the period; the guillotine; a carriage used at this time; a tumbril; the Bastille; the wine-shop; the court.

study means the preliminary test.

2. Make a section book of drawings of characters and scenes in the novelettes.

3. Make a section book of drawings of characters and scenes from _A Tale of Two Cities_.

4. Make a chronology of events, novels, and biographies based on this period.

5. Construct a map of Paris, showing the places mentioned in the story.

6. Make a dictionary of unfamiliar words found in _A Tale of Two Cities_, including the origin of the word, the meaning, pronunciation, and correct use.

8. Make a report on another novel _Pickwick_.

9. Make an illustrated notebook on the Dickens Devotees.

10. Make an illustrated notebook on the novel itself.

11. Dramatize a scene from the novel, writing the script and presenting it before the class.

12. Compare a scene or any of the following: a city in the period; the politics; a certain road or city; a legend; the medical; the stagecoach; the court.

m. Make a poster, using a word picture found in the novel as your guide.

n. Make a doll or dolls dressed according to the fashions of the period.

o. Describe in full, with illustrations, the means of travel available at that time.

p. Give an account of the conditions of the law-courts.

q. Make an illustrated booklet on the life of Dickens.

r. If you are interested in science, write an account of medicine in this century.

s. Construct a story of your own concerning Dickens's reason for writing A Tale of Two Cities.

t. Compare A Tale of Two Cities with another novel by Dickens.

u. Make a bibliography, with brief annotations, of the works of Dickens.

v. Compare the movie version of the novel with the book. Give your opinion of the picture and the improvements, if any, which you would like to make.

w. Construct a small theatre and make the scenic background for a dramatic version of the story. This may be done in a group.

x. Discuss intelligently the research which would be involved in filming a novel such as A Tale of Two Cities, developing such points as the historical background, forms of speech, costumes, suitable characters, and the like.

y. Prepare an inviting cover for A Tale of Two Cities.

z. Prepare a radio version of any scene from the book, paying particular attention to the diction used and the elements of the story suitable for radio purposes.

D. After the completion of each Book, the teacher should conduct the class discussion based on the questions given in the assignments. Visual aids may be used at the teacher's discretion.

E. The final mastery test may be found at the end of the unit.

F. No bibliography is given because the few used are mentioned in the unit itself. However, the teacher may collect her own references if she so desires.

Suggestions for Visual Aids

Post-cards may be obtained from Raphael Tuck from:

William H. Dudley

Old Fresh Pond Road

Brooklyn, N.Y.

Pictures may be obtained from:

The Perry Pictures

Malden, Mass.

The Thompson Publishing Company

Syracuse, N.Y.

Slides and motion picture stills may be obtained from:

New Jersey State Museum

Bray Screen Productions Film Library

Eastman Educational Slides

Iowa City, Iowa

The Preliminary Test for Unit on

A Tale of Two Cities[1/]

I.

Complete the following blanks by matching them with the words and phrases in column II. Place the number of the blank in the space provided in the second column.

"Let them eat cake", meaning __1__ , was supposedly spoken by the Queen of France, __2__, whose husband was __3__ , during the horrible period in French history known as __4__. It was at this time that the storming of the __5__ took place.

It was in the humble home of __6__, located in the __7__ quarter of Paris, at whose home __8__ stayed after his release from prison, that the fire of the Revolution was fanned.

We are introduced to a man making __9__, in Book I, which is called __10__. Another man, __11__ , is riding to Dover in the mail coach. We later are introduced to the scene of the broken wine cask in France, during which the writing of the word __12__ on the wall symbolizes the future.

Book II shifts the scene to London, to the __13__, where we find Lucy Manette and her father as witnesses at the trial of __14__. False witnesses were hired by __15__, a relative of the prisoner.

1/ All keys to the tests given may be found in the appendix.
Readers Note: These tests should be given to the pupil so that he may place the columns side by side, on separate sheets, and thus answer such questions as the one given above.

The Preliminary Test for Unit on

Rules of Two Games

I.

Consider the following objects or matching items with the words and numbers in column II. Place the number of the object in the space provided in the second column.

"Jeu Ulec eut vite", meaning ___1___, was accordingly spoken by the Queen of France, ___2___, whose husband was ___3___, during the terrible period in France history known as ___4___. It was at this time that the storming of the ___5___ took place.

It was in the middle ages of ___6___, hidden in the ___7___ quarter of Paris, at which time ___8___ adapted after the release from prison, that the fire of the revolution was fanned.

We are introduced to a new game ___9___ in Book I, which is called ___10___. Another game, ___11___, is taking in Dover in the call-room. We later are introduced to the game of the green wine game in France, during which the writing of the word ___12___ on the wall symbolizes the France.

Then it marks the place to locate, in the ___13___, where he find any Bastille and the letter he attempts at the trial of ___14___.

Some attention have called of ___15___, a relative of the prisoner.

II. Look at the words given and be ready to write in the appropriate number. Check back: There should be 15 in all. Be sure to give the pupil so that he may place the column wise or side, or separate sources, and then answer some questions of the sort given above.

The latter was acquitted because of his likeness to __16__, his lawyer's assistant. It was at this trial that Jerry Cruncher was again present . He was famous for his "fishing" expeditions which were in reality __17__ expeditions.

Lucy married __18__, whose business was __19__ while he was in London.

In the French scenes in this section of the book there is the murder of the Marquis by one of the members of the party known as __20__. On the note left were the words __21__.

Column II

_____ Jaquerie	_____ Stryver, Carton, Darnay	_____ Louis XVI
_____ Bastille	_____ Defarge	_____ John Barsad
_____ Mr. Lorry	_____ Old Bailey Trial	_____ knitting
_____ let them starve	_____ teaching French	_____ Dr. Manette
_____ Saint Antoine	_____ "Recalled to Life"	_____ spy
_____ "Blood"	_____ Sydney Carton	_____ Roger Cly
_____ shoes	_____ grave-robbing	_____ "This from Jaques"
_____ St. Evremonde	_____ Reign of Terror	
_____ the Marquis	_____ Marie Antoinette	_____ Queen Anne's War
_____ Industrial Revolution	_____ Charles Darnay	

The latter was particularly welcome as his journey to _____, his largely military, in fact was at its worst Shackleton Brandler was quite present. So was Dawson for his "flighting" expeditions which were in reality _____ expeditions.

Long survived _____, where Burkhardt was _____ while a man in Dawson.

In the French Sudan in late section of the zone there is the number of the territory by one of the members of the party known as _____. On the main left here the zone _____.

Column II

_____ Imperial	_____ Air,rev, cellin, Dorney	_____ Tonia XVI	
_____ Anything	_____ -ellers	_____ John Dorend	
_____ Br. Jerry	_____ Dis Jerry Trial	_____ Knighting	
_____ Ist from Africa	_____ Tanning Trials	_____ Dr. Benefie	
_____ Exin Antelope	_____ "Regulari is Africa"	_____ Ev	
_____ "Slave"	_____ Dyrney Jerrs	_____ Roger Ely	
_____ Sucre	_____ Grave-robbing	_____ "Ella Dyne	
_____ Dr. Tyrrenne	_____ Relic of Jerrr.	Jerrr"	
_____ The Jerrie	_____ Tonia Assington.	_____ Jerrr Anna's	
_____ Industrial Exploitation	_____ Dyerlee Jerrey	Ser	

II.

Complete the following statements by matching the first with the second column.

Column I

_____ made known the presence of a spy

_____ Defarge

_____ Miss Pross and Lucie

_____ Mr. Lorry

_____ Revolutionary

_____ it might have been some one else

_____ Barsad and Cly

_____ robbers and thieves

_____ the condition of a starved people

_____ the father of the child

_____ the French Revolution

_____ on the boat to Dover

_____ Tellson's Bank

_____ out of his mind and made shoes

_____ George III

_____ Stryver and Carton

_____ to make a register of those who were to be killed

Column II

1. The King of England at the opening of the story was _____.
2. The events in the story are based upon ____.
3. When the story opens, the _____ War is going on in America.
4. Around London the roads were infested with _____.
5. Jerry Cruncher, a messenger from _____ , overtook the Dover mail coach.
6. At Dover the traveller in the coach made preparations to meet _____ and _____.
7. The scene of the broken wine cask indicates _____.
8. The man who dominates this scene is _____.
9. Lucie first meets Charles Darnay _____.
10. The witnesses against Charles at the London trial were _____ and _____.
11. Charles was acquitted because _____.
12. Mr. Lorry discouraged _____, one of Lucie's suitors, while another, _____, knew he was unworthy.
13. For nine days after the wedding Dr. Manette was _____.
14. He was finally rescued by _____ and Miss Pross.
15. Gaspard was the _____ of _____ killed by the horses of the Marquis.
16. The purpose of a rose in the hair of Madame Defarge was _____.
17. The purpose of Madame Defarge's knitting was _____.

III.

Answer this question as you have answered the first and second questions.

Column I

_____ Dr. Manette's diary

_____ they wished to aid Charles

_____ of Gabelle's letter for aid

_____ emigres

_____ Barsad - Solomon

_____ deaf

_____ been buried under false pretenses

_____ was imprisoned at La Force

_____ tribunal

_____ he had been a Bastille prisoner

_____ killing her

_____ Carton

_____ Carton's passport

_____ the Defarges

_____ lettres de cachet

_____ he was to care for the affairs of Tellson's

_____ a chemical such as chloroform

_____ the little seamstress

_____ he knew the true identity of Barsad

Sydney Carton's last words were: _____

_____.

III.

Answer this question as you have answered the first and second questions.

Column I

_____ Dr. Monteiro's story

_____ story already in his theatre

_____ of Zumbily's issues for sale

_____ sculpture

_____ Tarana - dojamos

_____ Saaf

_____ case social under false pretenses

_____ was imprisoned as his force

_____ Pajonal

_____ he had been a Zumbily prisoner

_____ Militia bar

_____ Tarana

_____ Tarana's passport

_____ Rio Defrado

_____ letters on cocktail

_____ he was in wars for his efforts at Tailasa's

_____ a shopkeeper upon as polarizers

_____ the Zibria secretaries

_____ he knew the true identity of Tarana

Sydney Carter's last words were: _____

_____

Column II

1. After the trouble at Paris, Mr. Lorry went there because _____.
2. Charles Darnay went to Paris because _____.
3. _____ secretly imprisoned people in France.
4. _____ was the name given to French nobles who left France at this time.
5. When he arrived in Paris, Charles _____.
6. Dr. Manette and Lucie went to Paris because _____.
7. _____ was the reason for Dr. Manette's immunity from arrest.
8. Dr. Manette's first appeal to the _____ caused Charles to be freed.
9. He was recaptured through the influence of _____.
10. The chief evidence against him was _____.
11. _____ was the brother of Miss Pross. His real name was _____.
12. Jerry Cruncher knew that Roger Cly had _____.
13. _____ arrived unexpectedly in Paris at this time.
14. Sydney Carton obtained access to Charles's cell because _____.
15. He caused Charles to become unconscious by administering _____.
16. Charles escapes from Paris by means of _____.
17. Carton is recognized by _____ whom he accompanies to the guillotine.
18. Miss Pross prevents Madame Defarge from attending the massacre by _____.
19. As a result, Miss Pross becomes _____.

IV

Place the correct letter of the best conclusion for each of the following sentences at the left in the space provided:

_____ 1. Sydney Carton was: a. an English spy; b. the husband of Lucie Manette; c. her father's lawyer; d. a self-sacrificing friend; e. a member of the Jaquerie.

_____ 2. Ernest Defarge was: a. the husband of the Vengeance; b. a sympathizer with the French nobility; c. a fanner of the flame of the Revolution; d. a prison turnkey; e. a French bank messenger.

_____ 3. Dr. Manette was: a. An author of repute; b. a chemist of note; c. a country doctor; d. Lucie's uncle; e. a sufferer of the system of "lettre-de-cachet".

_____ 4. Miss Pross was: a. Lucie's aunt; b. the sister-in-law of Jerry Cruncher; c. the murderer of Madame Defarge; d. the demure maid at Mr. Lorry's; e. the Vengeance.

_____ 5. Charles Darnay was: a. a French sympathizer of the Revolution; b. a teacher of French; c. the nephew of Louis XVI; d. a Parisian representative for Tellson's; e. a prisoner at the Bastille.

_____ 6. Madame Defarge was: a. a kind matron of Saint Antoine; b. the leader of the Revolutionists at Saint Antoine; c. the waitress at the wineshop; d. the Vengeance; e. the inefficient wife of M. Defarge.

_____ 7. Mr. Lorry was: a. an English barrister; b. a member of Tellson's; c. a French aristocrat; d. an English spy; e. Old Bailey.

_____ 8. Jerry Cruncher was: a. a spy; b. the old servant of Dr. Manette; c. an honest tradesman; d. a flopper; e. a member of the Jaquerie.

_____ 9. The character which develops most in the novel is: a. Madame Defarge; b. Mr. Stryver; c. Sydney Carton; d. the Marquis; e. Miss Pross.

_____10. The Marquis was: a. compassionate; b. kindly; c. just; d. barbarous; e. merciless.

_____11. Sydney Carton was: a. transformed to greatness by love; b. successful in trapping French spies; c. an important messenger from Tellson's; d. an eminent French barrister; e. successful in evading trial in France.

_____12. Humor is found in the character of: a. Jerry Cruncher; b. Miss Pross; c. Mr. Stryver; d. the Marquis; e. Ernest Defarge.

_____13. Oddness is found in the character of: a. Lucie; b. Mr. Stryver; c. Miss Pross; d. Jerry Cruncher; e. Gaspard.

_____14. Conceit is found in the character of: a. Carton; b. Barsad; c. Cly; d. Stryver; e. Darnay.

_____15. The balance wheel in the story is: a. Stryver; b. Dr. Manette; c. Barsad; d. Mr. Lorry; e. Miss Pross.

_____ 8. Jerry Brooker was: a. a spy; b. the old servant of Dr. Lynwyle; c. an honest tradesman; d. a lifeguard; e. a member of the conspiracy.

_____ 9. The dangerous white powder used in the street fair: a. poison gelatin; b. an air dryer; c. Jerry's medicine; d. the antidote; e. wine lees.

_____ 10. The secrets that a conspirator: a. sinks; c. burns; d. surrender; e. destroys.

_____ 11. Tyndry Clifton learns: a. Frederick is treated by love; b. Barbara is stealing Frank's plans; c. an impressive message Dr. Lynwyle's; d. an unknown French scientist; e. mysterious in-ing visit in Paris.

_____ 12. Jerry is found in the conservatory at: a. Jerry's dormitory; b. Miss Grace; c. Mr. Jerry; d. the hospital; e. Grant's laboratory.

_____ 13. Chapter 12 ends in the conservatory at: a. Lucia; b. Mr. Stryver; d. Miss Grace; d. Jerry's dormitory; e. Jerry.

_____ 14. Connell is found in the conservatory at: a. Carlton; b. Zeisel; c. Judy; d. Stryver; e. Jerry.

_____ 15. The Valpine wheel in the story is: a. Stryver; b. Dr. Lynwyle; c. Jerry; d. Mr. Jerry; e. Miss Grace.

V

Place the letter corresponding to the word in the left column beside each number:

_____ 1. marriage	a. "Sketches by Boz"
_____ 2. reporter	b. Little Nell
_____ 3. Seymour	c. 1812
_____ 4. shorthand	d. dramatic reader
_____ 5. Portsea	e. twelve years of age
_____ 6. death	f. mother
_____ 7. Washington Irving	g. Pickwick Papers
_____ 8. blacking factory	h. David Copperfield
_____ 9. first book	i. Dickens's contemporary
_____10. autobiographical	j. Oliver Twist
_____11. debt	k. Westminster Abbey
_____12. Fagin	l. Catherine Hogarth
_____13. amateur theatricals	m. unfavorably received
_____14. reading	n. father
_____15. American Notes	o. "Morning Chronicle"
	p. lawyer's office
	q. Paul Dombey
	r. charity

The Mastery Test for Unit on

A Tale of Two Cities

I.

In the following group of statements, fill in the blanks in the first column with the number of the statement in the second column to which each refers.

Column I

_____ French Revolution

_____ Reign of Terror

_____ eighteen

_____ newspaper reporter

_____ Pickwick Papers

_____ tumbrils

_____ London and Paris

_____ feudal

_____ traveller, reporter, actor, writer, editor

_____ Napoleon

_____ setting

_____ Bastille

_____ Louis XVI and Marie Antoinette

_____ church, state, nobility

_____ England

_____ constitution

_____ historical

_____ emigres

_____ lettres-de-cachet

_____ Bourgeoisie - Third Estate

The Reader Test for Units 3a

A Test of Two Skills.

I.

In the following group of statements, list in the blanks in the first column with the number of the statement in the second column to which each refers.

Column 1

____ Frank Harrington	____ Adjective
____ Julia of Tarrot	____ Intro-to-Leader
____ Lightman	____ Antagonist - Tutor
____ Newspaper Director	Estate
____ Elizabeth Tarrot	
____ Theatre	
____ Spring and Tarrs	
____ Tarrot	
____ Interview, Reporter, Editor, Writer, Writer	
____ Hospital	
____ Waiting	
____ Beautiful	
____ Julia Art and Tarrs Apartments	
____ Effects, State, Mobility	
____ Knight	
____ Concentration	
____ Dictatorial	

Column II

1. The _____ is the name given to the most horrible period of the Revolution.
2. The style of Dickens is that of a _____, which position he held as a young man.
3. Dickens contributed the prose accompaniment to the sketches of Seymour, which book is known as _____.
4. Dickens filled the following positions at various times in his life: _____.
5. The famous Tennis Court Oath was taken for the purpose of drawing up a _____.
6. _____, a prison overlooking Paris, was stormed and burned.
7. _____ condemned people to prison secretly without a trial.
8. _____ and _____ were the King and Queen of France at this time.
9. _____ were the carts in which the people to be killed were taken to the guillotine.
10. Those who fled to other countries for safety or aid were called _____.
11. The leader of the French people immediately following the Revolution was _____.
12. The country least affected by the French Revolution was _____.
13. _____ were the trading classes of France. In the Assembly they were known as _____.
14. The French Revolution was a reaction against the _____ system of government.
15. This kind of government was concerned with a three-fold slavery to _____.
16. <u>A Tale of Two Cities</u> is an _____ novel.

Lesson 11

1. The _____ is the name given by the most horrible period of the Revolution.
2. The style of clothing in vogue at a _____, which consisted of loose and a pretty one.
3. Frenzied committees and groups accommodations to the excesses of Jacobins, which took in Paris on _____.
4. Citizens Fifies was following assistance at various times in his life: _____.
5. The Tuileries Jacobin Club was taken for the purpose of drawing up _____.
6. _____, a prison overcrowded Paris, was stormed and burned.
7. _____ condemned people to prison merely without a trial.
8. _____ and _____ were the King was shown of France at this time.
9. _____ were the terms in which the people in be killed were taken in the guillotine.
10. Those who fled to other countries for safety or aid were called _____.
11. The leader of the French people immediately following the Revolution was _____.
12. The country least affected by the French Revolution was _____.
13. _____ were the trading classes of France. In the assembly they were known as _____.
14. The French Revolution was a reaction against the _____ system of government.
15. This kind of government was concerned with a three-fold slavery to _____.
16. A State of Nature is an _____ novel.

17. It is concerned with the cities of _____ and _____.

18. It relies upon _____ rather than the characters for its interest.

19. The novel covers a period of about _____ years.

20. The background is concerned with _____.

II.

Answer the following question as you answered the first.

Column I

_____ Paris	_____ on the boat to Dover
_____ Defarge	_____ Dr. Manette
_____ Marquis St. Evremonde	_____ servant
_____ a description of conditions	_____ Darnay
_____ seventeen	_____ prison - making shoes
_____ "Recalled to Life"	_____ lawyer - Carton
_____ trial at Old Bailey - Carton	_____ life spent to no avail
_____ fishing	_____ uncle
_____ Carton	_____ stabbed in his home
_____ Dover	_____ place of imprisonment

Column II

1. The story opens with _____.
2. The wineshop is located in the Saint Antoine district of _____.
3. At the beginning of the story Lucie is about _____ years of age.
4. Jerry Cruncher's message to Mr. Lorry brings the reply _____.
5. Miss Pross and Lucy meet Mr. Lorry at _____.
6. Dr. Manette is found in Paris after many years in _____. He is _____.
7. The Doctor is at the home of _____, his old servant.
8. Lucie first meets Charles Darnay _____.
9. Darnay's likeness to Carton is first noticed at _____ by _____.
10. Mr. Stryver is a _____ whose assistant is _____.
11. Carton says he is a man whose life _____.
12. Jerry Cruncher's avocation is known at home as _____, but is in reality grave-robbing.
13. _____ loves Lucie but realizes he can never marry her.
14. Lucie marries _____.
15. _____ never completely recovers from his prison experiences.
16. The Marquis is the _____ of Charles Darnay.
17. _____ was unkind and insultingly cruel to his peasants.
18. The Bastille was _____ of Dr. Manette.
19. Gabelle was the _____ of Darnay.
20. The Marquis was _____ by Gaspard.

Daisies II

1. The story opens with _____.

2. The wilderness is located in the Dylan mountains directly at _____.

3. At the beginning of the story Jackie is about _____ years of age.

4. Harry Drumcondra's message to Mr. Larry brings the family _____.

5. Alice frees Jack Lucy what Mr. Larry at _____.

6. Mr. Thomas is found in Paris after many years in _____. He is _____.

7. The Author is at the Area of _____, his old servant.

8. Jackie first meets Harriet Harvey _____.

9. Hockey's likeness is drawn in first meeting at _____ by _____.

10. Mr. Harvey is a _____ House assistant is _____.

11. Certain male he is a man whose life _____.

12. Harry Drumcondra's association is known at Rose as _____, but is in reality grave-robbing.

13. _____ loves Jackie but realizes he can never marry her.

14. Jackie marries _____.

15. _____ never completely recovers from his prison experiences.

16. The Lucinda is the _____ of Charles Harvey.

17. _____ has waited and patiently cared to his passions.

18. The Daisilla was _____ of Mr. Harvey.

19. Daisilla was the _____ of Jackie.

20. The Virginia was _____ of Harvey.

III.

Answer the following question as you answered the first two.

Column I.

_____ a spy	_____ aid to the Revolution
_____ Carton	_____ of the Defarges
_____ Carton's passport	_____ he was to be tried
_____ La Force	_____ Jaquerie
_____ he had been a Bastille prisoner	_____ prepare for departure
_____ Dr. Manette	_____ to aid Charles
_____ John Barsad	_____ the peasants
_____ Jaques	_____ of Gabelle's letter
_____ she had been killed	_____ a guillotine register
_____ her family had suffered	_____ seamstress
_____ Dr. Manette's diary	_____ St. Evremonde
_____ emigre	_____ Darnay

Column II.

1. The Defarges belonged to the _____.
2. The road-mender was brought to Paris in order to _____.
3. Gabelle was brought to Paris because _____.
4. Charles left Paris because he did not wish to persecute _____.
5. Charles Darnay's real name was _____.
6. Charles hurriedly left for Paris after his marriage because_____.
7. He was captured and taken to _____.
8. He was accused of being _____.
9. Madame Defarge's knitting was _____.

Answer the following questions as you answered the first two.

Group A.

_____ a fly	_____ aid to the Revolution
_____ Carson	_____ of the Lafayette
_____ Carson's parlour	_____ he was to be tried
_____ a farce	_____ Hagerstown
_____ he had been a Jacobite patriot	_____ Prague (or Germantown
_____ Mr. Bonnetie	_____ to win Charles
_____ Jane Barrel	_____ the peerage
_____ Jaques	_____ of Quassia's letter
_____ she had been ailing	_____ a quilting party
_____ her family was military	_____ Lancaster
_____ Mr. Bonnetie's daughter	_____ Mr. Brewster
_____ colic	_____ Jaques

Group B.

1. The letter was addressed to the _____.
2. The gun-powder was brought to Paris in order to _____.
3. Dupuis was arrested on Paris business _____.
4. Charles left Paris because he did not wish to participate _____.
5. Charles Carson's final note was _____.
6. Charles surreptitiously left for Paris after his marriage because _____.
7. He was captured and taken to _____.
8. He was accused of being _____.
9. Another letter's writing was _____.

10. Miss Pross's brother Solomon was _____.

11. Lucie and her father went to Paris _____.

12. Through the efforts of _____ Charles was freed.

13. Dr. Manette was immune from the Paris mob because _____.

14. _____ unexpectedly arrives in Paris at a critical moment.

15. Charles is rearrested because _____.

16. The evidence contributed by _____ condemned him to die.

17. The feeling of the reader towards Madame Defarge changes because _____.

18. Carton asked Mr. Lorry to _____ before he went to visit Charles at the prison.

19. _____ is saved from the guillotine by Carton.

20. He escapes from Paris by means of _____.

21. Madame Defarge is absent from her usual position by the guillotine because _____.

22. _____ accompanies Carton to the guillotine.

23. Roger Cly was _____.

24. Defarge and his companions called each other _____.

25. Carton's last words were: "It is _____

_____

_____. (Please fill in.)

10. Miss Trowell's mother Salomon was _____.

11. Lucia and her father went to Paris _____.

12. Through the efforts of _____ Darlies was freed.

13. Dr. Reeves was immune like the Paris mob because _____.

14. _____ unexpectedly arrives in Paris as a political emissary.

15. Charles is imprisoned because _____.

16. The witness corroborates by _____ confession his is die.

17. The healing of the Tender Lucette saves Darlies because _____.

18. Gaston asked Mr. Lorry to _____ before he went to visit Darlies at the prison.

19. _____ is saved from the guillotine by Carton.

20. He escapes from Paris by means of _____.

21. Madame Defarge is shot for not equal cooking by the militia because _____.

22. _____ accompanies Carton to the guillotine.

23. Roger Cly was _____.

24. Darlies the sole communication with Lucie _____.

25. Carton's last words were: "It is _____

_____

_____. (Please fill in.)

IV.

In the margin place the correct letter which represents the correct statement.

_____ 1. Miss Pross was: a. outspoken; b. beautiful; c.frail; d.easily influenced; e. ruthless.

_____ 2. Lucie was: a. selfish; b. rough; c. humorous; d. lovable; e. boastful.

_____ 3. Charles was: a. revengeful; b. brave; c. haughty; d. effeminate; e. outspoken.

_____ 4. Mr. Stryver was: a. timid; b. sympathetic; c. kindly; d. self-sacrificing; e. ambitious.

_____ 5. The Vengeance: a. represented the spirit of the Revolution; b. was the guillotine; c. was benevolent; d. was kindly; e. was loving.

_____ 6. Jerry Cruncher was: a. shrinking; b. modest; c. fawning; d. humorous; e. ambitious.

_____ 7. Madame Defarge was: a. beautiful; b. boastful; c. bashful; d.unwomanly; e. dishonest.

_____ 8. John Barsad was: a. innocent; b. curious; c. humble; d. boastful; e. dishonest.

_____ 9. Young Jerry Cruncher was: a. innocent; b. curious; c. humble; d. gentle; e. conceited.

_____10. Mrs. Cruncher was : a. prayerful; b. rough; c. unwomanly; d. beautiful; e. ambitious.

_____11. Jarvis Lorry was: a. boastful; conceited; c. disagreeable; d. weak; e. fatherly.

In the margin place the correct letter which represents the correct answer.

____ 1. Mrs. Lynne was: a. antiquated; b. beautiful; c. frail; d. small; intelligent; e. religious.

____ 2. Laura was: a. selfish; b. lonely; c. handsome; d. lovable; e. naughty.

____ 3. Dorothy was: a. talkative; b. brave; c. haughty; d. affectionate; e. unknown.

____ 4. Mr. Sylvester was: a. kind; b. apprehensive; c. kindly; d. self-sufficient; e. ambitious.

____ 5. Sue Thompson: a. represented the spirit of the Seventies; b. was due graduating; c. was conservative; d. was kindly; e. was lovely.

____ 6. Mary Brooker was: a. shrieking; b. modest; c. learning; d. amusing; e. ambitious.

____ 7. Andrew Lynne was: a. beautiful; b. connected; c. capable; d. accessible; e. distinguished.

____ 8. Jane Brooks was: a. innocent; b. curious; c. humble; d. confused; e. discovery.

____ 9. Young Jerry Brooks was: a. innocent; b. curious; c. humble; d. gentle; e. concealed.

____ 10. Mrs. Dennison was: a. disgusted; b. tender; c. reasonably; d. capricious; e. delicious.

____ 11. Maria Lynn was: a. honorable; considered; c. disappointed; d. wear; e. faithful.

_____ 12. Dr. Manette was: a. quarrelsome; b. conceited; c. disagreeable; d. selfish; e. kind.

_____ 13. Sydney Carton was: a. selfish; b. self-sacrificing; c. stupid; d. spiteful; e. dishonest.

_____ 14. The Carmagnole was associated with: a. the instrument of torture; b. the theatre; c. politics; d. the Tennis Court; e. the Constitution.

_____ 15. Tellson's was: a. a prison; b. a dwelling place; c. a bank; d. a store; e. a dance.

_____ 16. Sydney Carton was: a. an English spy; b. redeemed by love; c. a barrister; d. a member of the Jaquerie; e. a French scholar.

_____ 17. The most developed character is: a. Lucie; b. Dr. Manette; c. Miss Pross; d. Darnay; e. Carton.

_____ 18. Humor may be found in the character of: a. Jerry; b. Madame Defarge; c. Dr. Manette; d. Lucie; e. Cly.

_____ 19. Oddness is in the character of: a. Cly; b. Foulon; c. Gabelle; d. Miss Pross; e. Lucie.

_____ 20. Conceit is found in the character of: a. Carton; b. Gabelle; c. Gaspard; d. Miss Pross; e. Mr. Stryver.

_____ 21. The balance wheel is: a. Barsad; b. Mr. Lorry; c. Miss Pross; d. Foulon; e. the Marquis.

_____ 22. The brute strength of the Revolution is depicted in the character of: a. Gaspard; b. the Marquis; c. Ernest Defarge; d. Foulon; e. Gabelle.

_____ 23. The Marquis was: a. compassionate; b. kindly; c. just; d. barbarous; e. merciless.

_____ 12. Dr. Manette was: a. quarrelsome; b. remorseful; c. disagreeable; d. jailed; e. sick.

_____ 13. Sydney Carton was: a. selfish; b. self-sacrificing; c. clever; d. spiteful; e. intoxicated.

_____ 14. The Defarges was associated with: a. the lawyers of France; b. the theatre; c. politics; d. the Tuileries Court; e. the Constitution.

_____ 15. Tellson's was: a. a prison; b. a dwelling place; c. a bank; d. a store; e. a tavern.

_____ 16. Sydney Carton was: a. an English spy; b. rescued by love; c. a barrister; d. a member of the Jacquerie; e. a French soldier.

_____ 17. The most involved character is: a. Lucie; b. Dr. Manette; c. Miss Pross; d. Defarge; e. Carton.

_____ 18. Humor may be found in the character of: a. Jerry; b. Madame Defarge; c. Dr. Manette; d. Lucie; e. Sly.

_____ 19. Madame de la Tour appears in the character of: a. Sly; b. Fortune; c. Orbelle; d. Miss Pross; e. Lucie.

_____ 20. Courage is found in the character of: a. Jerrom; b. Orbelle; c. Defarge; d. Miss Pross; e. Mr. Lorry.

_____ 21. The mulberry wheel is: a. Jerrom; b. Mr. Lorry; c. Miss Pross; d. Jerkin; e. the Jacquerie.

_____ 22. The brave struggle of the revolution is depicted in the character of: a. Defarge; b. the Jacquerie; c. Grace Darlaque; d. Jerkin; e. Orbelle.

_____ 23. The Jacquerie was: a. conservative; b. slowly; c. peaceful; d. barbarous; e. malicious.

_____ 24. The Marquis: a. represented a type; b. was kind to the commoners; c. was beloved by his nephew; d. was prominent and respected in the Saint Antoine quarter; e. was generous to everyone.

_____ 25. Defarge is in contrast to: a. Carton; b. Darnay; c. Gabelle; d. Lucie; e. Barsad.

CHAPTER III

THE GROWTH OF WORDS.

The Unit

Words have a life of their own. They are born, grow in meaning, and die when they are no longer needed. We acquire new words when we are influenced by other nations, new events, and new inventions. Thus the English language has always been and always will be a language of frequent change and growth. It is a living language.

The Delimitation

A. The oldest words in our language are the most simple, such as those associated with the family, our common needs, and our possessions.

B. New words have crept into the English language since Anglo-Saxon days with each new contact made with other nations.

C. The years have brought changes to our language and have increased our vocabulary. Other countries have influenced us to use their words for the ones we formerly used so that we now have several synonyms for many things. We have words parallel in meaning in our language which we have adopted or adapted from our world neighbors.

D. The radio, the event of the World War, the airplane, and other modern inventions contributed to and enriched the English language.

The Incidental Learning Products

1. Certain technical points may be gained:

   a. The correct meaning of words;

   b. The correct interpretation of new words due to their similarity to others; and

   c. The correct spelling of words.

2. The more words discovered and their meanings grasped the greater the pupils' command over their language.

3. Clarified meanings of words hitherto vaguely understood may be gained.

4. An appreciation of the ability of people to add or detract from a language by inventing new words or discarding others, may be gained.

5. A knowledge of the world and its relation to individual countries and peoples may be realized.

The Tentative Time Limit

Approximately five weeks, two periods a week, forty minutes each, are required for this unit.

The Teacher's Bibliography for The Unit

Beaty, John O. The Fascinating History of English Words, Published by G. and C. Merriam Company, 1936. (A pamphlet used for the Greek roots given in one of the assignments and for the Latin words in the Preamble of the Constitution.)

The Intellectual Learning Processes

1. Certain terminal points may be stated:

   a. The correct meaning of words;

   b. The correct interpretation of new words due to their relativity to others; and

   c. The correct spelling of words.

2. The more words discovered and their meanings grasped the greater the pupils' command over their language.

3. Identical meanings of words already understood may be stated.

4. An appreciation of the ability of people to deal or barter from a language by inventing new words or discarding others, may be stated.

5. Knowledge of the world and its relation to individual countries and people may be realized.

The Teaching Time Limit

Approximately five weeks, two periods a week, forty minutes each, are required for this unit.

The Teacher's Difficulties in the Unit

Beaty, Jean C. The Pronunciation Difficulties of English Words. Published by E. and C. Jarrold Ltd. London. 1951. (A pronunciation book for the Greek Teacher given in her of the morphemes and for the Latin words in the presence of the Teacher.)

The Unit Assignment

In the following work, the teacher's part is indicated by a capital letter, while the work to be done by the pupils is numbered.

A. The unit should be opened by an introductory talk by the teacher which should include the following:

1. The English language is the most important language in the world because it is spoken in every country by some of the inhabitants and will eventually be the universal medium of exchange throughout the world.

2. The world in turn influences it just as it influences the world.

3. This influence began in Britain's earliest years.

4. In a brief summary of English history from the beginning to the present day, note especially the invasions of other countries and England's invasions of them.

5. America and England had commercial as well as war-like contacts with other countries which resulted in contributions to their common language.

6. Inventions have also contributed largely to our vocabulary.

7. Summarize briefly these points so that the pupil is given an incentive to do the work which is to follow.

The Unit Assignment

In the following unit, the teacher's part is indicated by a neutral letter, while the work to be done by the pupils is numbered.

A. The Unit should be opened by an introductory talk by the teacher which should include the following:

1. The English language is the most important language in the world because it is spoken in every country by some of the industrious and will eventually be the universal medium of exchange throughout the world.

2. The world is much indebted to Spain as it is indebted to the world.

3. This interest is an in Britain's earliest years.

4. In a brief summary of English history from the beginning to the present day, note especially the invasions of Saxon conquerors and England's invasions of them.

5. Describe and illustrate as well as we-like contrast with other conquerors which resulted in contributing to their change language.

6. Invasions have also contributed largely to the vocabulary.

7. Summarize briefly some points so that the pupil is given an impression to do the work which is to follow.

The following assignments are required. References are given at the end of the Assignment Sheet. Consult them freely.

1. In early Anglo-Saxon days the language spoken in Britain was composed of many dialects. To those who study it today it seems another foreign language. Throughout these dialects several words remained the same. These were the simple, homely words for everyday life. What are these words in your own life? Look them up in a large dictionary and see if the words which you have chosen are Anglo-Saxon in origin. What are some of the simple words in the Lord's Prayer ? How many of these are Anglo-Saxon origin?

2. When the Scandinavian countries invaded Great Britain, they brought with them their language and customs. Do you know any word today which ends in:

---by	---beck	---thwaite
---thorp	---dale	

How many such names can you find on a map of England? Do you know of any near your home? Such words are of Scandinavian origin. Besides naming streets and towns, the Scandinavians gave us some of our pronouns. What are they? List any other words of this origin in the notebooks which you are to keep for the work we are now doing. Scandinavian loan-words may be said to be extremely commonplace.

3. With the Norman Conquest came the French with their interest in religion, government, law, art, food, military and moral affairs.

The following assignments are required. References are given at the end of the assignment sheet. Consult them freely.

1. In early Anglo-Saxon days the language spoken in Britain was composed of many elements. Do those who study it today it seems another foreign language. Throughout these difficulties several words remained the same. These were the simple, homely words for everyday life. Many are hidden in your own life! Look them up in a large dictionary and see if the words which you have chosen are Anglo-Saxon in origin. Then are some of the simple words in the Lord's Prayer? How many of them are Anglo-Saxon original?

2. When the Scandinavian invaders invaded Great Britain, they brought with them their language and culture. Do you know any more Anglo-Saxon words in:

---ing	---ness	---ingdom
---hood	---dom	
	-ly	

Can many more words can you list as a way of decision? Do you know of any more you know? Many words are of Scandinavian origin. Consider reading, writing and terms. The Scandinavians gave us some of our language. What are about list any other words of this origin in the writings which you did to read. For the work we are now doing, Scandinavian loan-words may be said to be extremely commonplace.

3. With the Norman Conquest came the French with their language in religion, government, law, art, food, military and moral affairs.

These interests are natural not only to the French but to the French as invaders who left in England many words relating to these various phases of life. There follows a group of French words which you are to classify under the headings mentioned above. Find a synonym in Anglo-Saxon or some other language for these French words which have become English.

chaste	pity
heir	feast
sue	miracle
crime	prison
mercy	authority
crown	art
fief	beauty
war	dress
state	dinner
feudal	veal
peace	danger
real estate	marquis
trinity	baron
charity	parliament
venison	sauce
toast	cutlass
reign	plaintiff
chancellor	petty
lieutenant	altar
banner	conscience
garment	arch
ornament	aisle
castle	costume
vault	fry
siege	apparel

There are many other words of French origin. List as many others as possible. Consult your dictionary or any of the references given.

4. Latin influences crept into the English language at different periods. In Old English times the Romanized Celts and Latin-speaking missionaries brought these words. Note the streets and places in both England

and America which end in ---caster and ---chester. What Latin word do you recognize in these endings? What were the early commercial products exchanged between the Romans and Britons? Your geography or early English history books will aid you in answering. What words did the missionaries bring for the new religion? During the Renaissance the English borrowed freely from the Latin to increase their vocabulary. Endings were changed to make English words. Do you know any words ending in ---e which were originally Latin participles ending in ---us? Do you know of any words now ending in ---ent, ---y, ---e, which once ended in something else in Latin? The third period for the incoming of Latin words was during the last century when they came into English in their original form. List words from these periods in your notebook. Look at the Preamble of the United States Constitution. Copy the words in your notebook and underline words that are Latin in origin. Select any passage from literature and indicate the words of Latin origin.

5. In the sixteenth century, words were taken into English from the Greek language just as they were taken from the Latin. Most of our words are coined from Greek roots. What derivations can you give from the following Greek roots?

anthropos - a man	lithos - a stone	polys - many
astron - a star	logos - a word	pous - a foot
autos - self	metron - a measure	skppein - to see
bios - life	monos - alone	tele - distant
chronos - time	nomos - a law	therme - heat
deka - ten	onoma - a name	treis - three
demos - the people	orthos - right	zoion - an animal
ge - the earth	philein - to love	
graphein - to write	phone - a sound	

If you are not sure of any words from these roots, ask some friend who has studied Greek. He will recognize these and help you to discover English words formed from them.

6. Germany and Italy gave to the English language the words for the things for which they are famous. Italy gave us musical terms, certain characteristic foods, and ancient medical terms. The Germans have certain words for national foods and drink, for pedagogy, painting,and science. These are but a few of the kinds of words from these countries which have become part of the English language. What are some typical German and Italian dishes? What musical terms do you know? Check them to see if they are Italian. They may be German. What are some famous German dances? What common educational terms come from the German?

7. At various times in their histories America and England have come in contact with other countries, either commercially or otherwise. There follows a group of words which have come to us from such contacts. Find their origin and be able to give the probable contact which made them part of our language.

desperado	anchor	serge	cumquat
wigwam	flotilla	stoop	hoodoo
yawl	yacht	boss	matador
tabu	khaki	canoe	tattoo
algebra	paleface	skipper	papoose
orang-utan	whiskey	tycoon	toboggan
tea	bog	shamrock	alchemist
madras	rickshaw	galore	mocassin
nabob	thug	assassin	fakir
cot	squaw	calico	bungalow
hominy	matador	dervish	cheroot
caravan	harem	chocolate	tomato
boom	steppe	mufti	siesta
yam	canary	boycott	pirate
turquoise	orange	shampoo	cashmere

8. The necessity for new words to designate new things is clearly seen in the cases of the radio, the automobile, and the airplane. The World War brought into being new words or added new meanings to old words. We all know some of these words. List as many as possible in your notebook, placing their origin (as far as language is concerned) beside them. Every day new words are born into the English language. Politics, commerce, and war are fertile fields for such births. Put some of these words in your notebooks. Can you definitely trace the history of these words as they are traced in Better English magazine?

B. The review discussion should be opened by the teacher who should try to visualize for the pupils the possibility of the birth, growth, change, and death of words. Examples of the romance of words may be taken from the editions of the magazine entitled Better English.

9. The assignments which follow are optional and may be done at will for extra credit.

   a. In an illustrated booklet tell the story of the words which you have found have originated in another country before coming into the English language.

   b. On a series of maps show the growth of the English language as it became enlarged with each new contact with another country.

   c. Make a scrap-book of clippings from the newspapers and magazines in which you have found foreign words and phrases which have become part of our language.

a. The necessity for new words to designate new things is clearly seen in new means of the radio, the automobile, and the airplane. The world war brought into being new words or added new meanings to words. We all know some of these words. Just as many as possible in your notebook, giving their origin (as far as language is concerned) whether a new. Every day new words are born into the English language, radio, automobile, and not are fertile fields in which birth. The work of these words in your notebook. Can you definitely trace the history of these words as they are used in Latin, Gr. (LAN) and Latin?

b. The review discussion should be opened by the teacher who should try to visualize for the pupils the possibility of the birth, growth, change, and death of words. Examples of the removal of words may be made from the writings of the morning entitled Saint Louis.

c. The exercises in which pupils are optional and may be done at will for extra credit.

a. In an illustrated booklet tell the story of the words which you have found may be illustrated in another country before crossing into the English language.

b. Go a series of maps showing the growth of the English language as it became enlarged with each new contact with another country.

c. Make a collection of clippings from the newspapers and magazines in which you have found foreign words and phrases which have become part of our language.

d. In story form, give the history of at least twenty-five words which have come into our language either from a foreign country or from some other necessity. Consult the Oxford Dictionary for help.

e. In three or more general classes of words, as food, science, music, list all the terms which come under the classes you have chosen. Note the origins of each.

f. Write a short story about the words and the origins from any one country.

g. In essay form describe the contribution of the Oriental countries to the English language.

h. Outline, historically, the contacts which have resulted in the growth of the English language.

i. In a dictionary diary, kept for a week or more, note the words which you have looked up. Give their meaning and origin.

j. Write a poem about words.

k. Collect poems or stories about words.

l. List any words which you find originated in a man's name.

m. List any words which originated with inventions, politics, or commercial intercourses.

n. Illustrate the origins of words . These may be cartoons.

4. In story form, give the history of an image through-its every meaning over time and language since from a foreign country or from some other nationality. Consult the Oxford Dictionary for help.

5. In three or more general classes of words, as race, religion, music, list all the terms which come under the classes you have chosen. Give the origins of each.

6. Write a short story which the words are the original from any one country.

7. In essay form describe the contribution of the Christmas observance to our English language.

8. Tradition, superstition, the nonsense and/or have realized in the process of the English language.

9. In a dictionary diary, kept for a week or more, note the words which you have looked up. Give their meaning and origin.

10. Write a poem about words.

11. Collect poems or stories about words.

12. List any words which you find originated in a month's news.

13. List any words which correlate with international, political, or commercial interrelations.

14. Alphabetize the origins of words . Those may be optional.

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The Mastery Test for Unit on

The Growth of Words

I.

In the following paragraph underscore the words which are Old English or Anglo-Saxon in origin.

Father and mother joined me in my new home for Christmas. My son and daughter were tired and sleepy by nightfall, and the warmth of the fire soon put the two to sleep. One of the old people was far away in thought, while the other watched contentedly near the children, thinking over the events of the day.

II.

In the following, underline the correct origin of the words given in the left group.

a. People, perfect, liberty -- Latin, French, German, Arabian, Spanish.

b. Warmth, over, house -- Anglo-Saxon, French, Italian, German, Mexican.

c. Monarchy, astronomy, philosophy -- French, Italian, Swiss, Greek, Latin.

d. Influenza, concerto, soprano -- German, Italian, Latin, Russian, Greek.

e. Waltz, beer, etch -- Celtic, Spanish, Russian, Italian, German.

f. Kindergarten, semester, wanderlust -- Dutch, Italian, German,

The Quintry Test for Dutch.

The Greeks of Egypt

I.

In the following passages underscore the words which are Old Ex-
ian or origin-texts in origin.

Rather and neither joined as in my the home for Dionysus.
If you and Sarapis were alive and already by alignment,
and the writers of the file seem put the text to sleep.
Once if the old letters met far away in thought, while
the other matters nonetheless near the military, thinking
over the events of the day.

II.

In the finding, underline the correct origin of the words given
in the left group.

a. People, parent, liberty -- Latin, French, Greek, Arabic,
Syrian.

b. Garden, year, house -- Anglo-Saxon, French, Italian, German,
Arabic.

c. Tomorrow, matrimony, religious -- French, Italian, Dutch, Greek,
Latin.

d. Influence, monarch, soldier -- German, Italian, Latin, American,
Greek.

e. White, beer, wine -- Celtic, Spanish, American, Italian, German.

f. Lightning, weather, washington -- French, Italian, German,

Spanish, Russian.

g. Boom, yacht, stoop -- Italian, Russian, Scandinavian, Dutch, German.

h. Braithwaite, Appleby, Caulbeck -- Russian, Dutch, Scandinavian, Spanish, German.

i. Ornament, feast, siege -- German, Russian, Anglo-Saxon, French, Italian.

j. Fry, trinity, toast -- French, Italian, Spanish, Dutch, German.

k. Discuss, toga, tribunal -- Greek, French, Latin, German, Italian.

l. Young, well, swiftly -- French, Dutch, Anglo-Saxon, Greek, Italian.

m. November, December, September -- French, Dutch, Italian, Greek, Latin.

n. Courtesy, caprice, apartment -- Latin, Dutch, German, Spanish, French.

o. Thermometer, polygamy, geology -- Greek, Latin, French, Mexican, German.

p. Hominy, moccasin, wigwam -- Oriental, No. Am. Indian, Russian, Greek, Swiss.

q. Desperado, flotilla, siesta -- Greek, Spanish, Latin, French, Indian.

r. Automobile,garage, chauffeur -- Italian, French, German, Russian, Scandinavian.

s. Boss, yawl, skipper -- Dutch, Indian, Russian, German, Scandinavian.

t. Alcohol, alchemist, algebra -- Persian, Chinese, Indian, No. Am. Indian, Arabian.

Spanish, Russian.

4. Gram, Jacob, since -- Spanish, Russian, Czechoslovakia, Greece, Germany.

5. Schlichenmaier, Joseph, Germany -- Russian, Dutch, Danish, Czechoslovakia, Spanish, German.

6. Gromwald, Louis, since -- German, Russian, Anglo-Saxon, French, Italian.

7. Fry, Wendy, Texas -- French, Italian, Spanish, Dutch, German.

8. Gibbons, Inga, critical -- Greek, French, Latin, German, Italian.

9. Young, Neil, mostly -- French, Dutch, Anglo-Saxon, Greek, Italian.

10. Gretscher, Deborah, September -- French, Dutch, Italian, Greek, Latin.

11. Gortney, Dorothy, graduate -- Latin, Dutch, German, Spanish, French.

12. Lindenmeier, Wolfgang, Germany -- Greek, Latin, French, Russian, Czech.

13. Kelley, Katherine, August -- Original, To. Ar. Italian, Russian, Greek, Swiss.

14. Kennedy, Elizabeth, since -- Greek, Spanish, Latin, French, Italian.

15. Schoenfeld, Grace, Germany -- Italian, French, German, Russian, Scandinavian.

16. Gum, Paul, Belgium -- Dutch, Italian, Russian, German, Scandinavian.

17. Liddell, Winfred, Alaska -- Portuguese, Italian, To. Ar. Italian, Russian.

u. Bungalow, calico, assassin -- Spanish, Indian, No. Am. Indian; German, Chinese.

v. Canoe, wampum, taboggan -- Chinese, Scandinavian, No. Am. Indian, German, Chinese.

w. Bog, galore, whiskey -- Anglo-Saxon, Celtic, French, Belgian, Swiss.

x. Rickshaw, tycoon, kimono -- Chinese, Japanese, Indian, Persian, Arabian.

y. Caravan, dervish -- Arabian, Persian, Chinese, Indian, Mexican.

z. Chocolate, tomato -- Mexican, Persian, Arabian, Chinese, Indian.

aa. Pretzel, wiener, sauerkraut -- Dutch, German, French, Italian, Russian.

bb. Orang-utan, rattan -- Chinese, Japanese, Indian, Persian, Malayan.

cc. Frankforter, seminar, academic -- German, French, Italian, Swiss, Belgian.

dd. Taupe, mauve, biege -- Italian, French, German, Persian, Indian.

III.

In the following selection, underline the words of Latin origin.

"We, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquillity, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America."

5. Sampson, Julius, naturalized -- Jewish, Indian, No. Am. Indian; Nelson, Chinese.

6. Sears, Benjamin, Sampson -- Chinese, Afroamerican, Ja. Am. Italian, German, Chinese.

7. Ion, Salore, Wolsey -- Anglo-Saxon, Celtic, French, Swedish, Swiss.

8. Kiderman, Sydney, Alonzo -- Chinese, Japanese, Indian, French, Arabic.

9. Darwin, Patrick -- Irish, French, Chinese, Indian, Swedish.

10. Cardolate, Ignacio -- Mexican, French, Irish, Chinese, Indian.

11. Travel, Albert, Ambrosio -- Dutch, German, Japan, Italian, Chinese.

12. Chang-Lian, Fritz -- Chinese, Japanese, Indian, Italian, Belgian.

13. Frankfurter, Walter, Adolph -- German, French, Italian, Swiss, Belgian.

14. Sugo, Bruno, Ala -- Italian, French, German, French, Indian.

III.

In the following selection, underline the words of Latin origin.

"We, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America."

IV.

Place the letter of the word in the left column opposite the correct word in the right column.

a. anthropos	_____ monarch
b. polys	_____ philanthropy
c. deka	_____ geology
d. logos	_____ thermal
e. metron	_____ dialogue
f. zoion	_____ biography
g. tele	_____ decade
h. ge	_____ Polynesia
i. graphein	_____ tripod
j. monos	_____ thermometer
	_____ zodiac
	_____ telescope
	_____ asteroid
	_____ monolith

V.

The following words are taken from the German and the Italian. Make two columns, designating which words are German in origin and which are Italian.

wanderlust	sauerkraut	zither	influenza
operetta	pretzel	etch	beer
malaria	macaroni	virtuoso	hamburger
kindergarten	waltz	semester	ravioli
cameo	soprano	spaghetti	concerto

Place the letter of the word in the left column opposite the correct word in the right column.

a. antarctic ____ Africa

b. Delta ____ Philadelphia

c. Asia ____ geology

d. Inca ____ pierced

e. Sphinx ____ diplomat

f. Nelson ____ cinnamon

g. Nile ____ Incas

h. ga ____ Parliament

i. gneiss ____ Orion

j. moon ____ barometer

____ sphinx

____ telescope

____ antacid

____ Mandalay

The filmstrip words are taken from the Dewey and the Leader. Make two columns, designating which words are taken in origin and which are taken in meaning.

antarctic	conservatory	vision	laboratory
operation	diagonal	atom	Dewey
solvent	natural	vitamins	Leader
chlorophyll	Nile	measure	Twyfell
Inca	orchestra	symphonic	Antarctic

German	Italian
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

VI.

Place T. or F. before the following statements, designating whether the statement is True or False.

_____ 1. Yacht is a Dutch maritime word.

_____ 2. Hominy is an Italian word meaning porridge.

_____ 3. Mufti means a uniform and is Indian in origin.

_____ 4. Alchemist originated in Arabia.

_____ 5. A Bog is the Celtic word for a marsh.

_____ 6. Chocolate comes from Mexico.

_____ 7. Calico takes its name from the Chinese city of Calcutta.

_____ 8. The whirling dervish comes from Persia.

_____ 9. The Russian steppes are known throughout the world.

_____10. Squaw is the name given to women in India.

_____11. A yawl is a Dutch boat.

_____ 12.Rickshaws are used in Japan.

_____13. The South Sea Islanders first used tattooing.

_____14. We are indebted to the Malay Peninsula for rattan.

_____15. Tomatoes come from Africa.

Spanish	Italian

VI.

Place T. or F. before the following statements, designating whether the statement is true or false.

____ 1. Jerez is a Moorish martime word.

____ 2. Sherry is an Italian word meaning purities.

____ 3. Xerxes means - soldiers and is Italian in origin.

____ 4. Alcoholic originates in Arabia.

____ 5. A Ale is the Celtic word for a drink.

____ 6. Chocolate comes from Mexico.

____ 7. Malaga takes its name from the Spanish city of Malaga.

____ 8. The Spanish Jerkin comes from Peru.

____ 9. The Hungarian Tokay is made among the vineyards the south.

____ 10. Cognac is the name given to wines in Italy.

____ 11. A Jugal is a Spanish meal.

____ 12. Chocolate was used in Mexico.

____ 13. The Greeks use Falernian first used Falernian.

____ 14. He are imported in the Middle Ages imported for Italian.

____ 15. Chocolate come from Africa.

_____ 16. Whiskey is a French beverage.

_____ 17. Tea comes from Japan.

_____ 18. Alcohol is a liquid.

_____ 19. The flotilla is a name given to the Spanish fleet.

_____ 20. Taboggans originated in Switzerland.

VII.

The following group of words contains some from the French. Use each of these French loan-words correctly in a sentence.

art	khaki	chancellor
conscience	baron	father
fry	vault	feast
home	charity	macaroni
crown	waltz	dinner

VIII.

Write ten sentences using a word from each of the following countries in each sentence. Underline the word used.

Italy	Arabia	India	China	Japan
Russia	Germany	Persia	Spain	France

_____ 16. _____ is a French servant.

_____ 17. _____ are stone item names.

_____ 18. _____ is a tipple.

_____ 19. The _____ is a name given to the dwelling place.

_____ 20. _____ are originated in Switzerland.

VII.

The following group of words contain some from the French. The meaning of these French loan-words correctly in a sentence.

art	[illegible]	chancellor
vanishing	[illegible]	tarter
fly	[illegible]	lever
book	[illegible]	[illegible]
straw	[illegible]	[illegible]

VIII.

Write ten sentences using a word from each of the following countries in each sentence. Underline the word used.

Italy	Angola	India	Malay	Japan
Russia	Persian	Tweed	Spain	France

CHAPTER IV

MYTHOLOGY

The Unit

Man is wiser today than he has been at any other time in his existence. This growth is due largely to the discoveries of science which have come to replace the superstitions and fanciful explanations of the origin of the world and the causes of natural phenomena. Mythology is the name given to these early beliefs of civilized man, in which he attempted to explain the world and the universe. Although we do not believe these explanations we recognize in them the play of great imagination helping to clarify people's thoughts and giving reasons for them before science gave man the beliefs he holds today. Mythology forms the background of some of the world's greatest literature, and a knowledge of it helps man to understand frequent references to it in all literature.

The Delimitation

A. In the earliest days of civilized man, imagination played a great part in his beliefs about life, the world, and the universe.

B. Mythology is the name given to the expression of the beliefs of the early Greeks, Romans, Norsemen, and Celts. Other peoples had such beliefs, but we shall consider only those just mentioned.

C. The scientific interpretation of natural phenomena by moderns affords

an interesting comparison with the more subjective explanations of early races.

D. A new interpretation and understanding of ancient peoples may be gained from studying the childhood of such races.

E. A deeper appreciation of literature as a product of man's mind and beliefs may be realized.

The Incidental Learning Products

1. The gods and goddesses and their distinguishing characteristics constitute an important part of Mythology.

2. Many words, frequently used in mythology, may be found in whole or in part in the English language.

3. A knowledge of certain technical points in literature may be obtained:

   a. The forms of poetry, especially the epic;

   b. The contrasts among the literatures of the various ages of man;

   c. The difference between subjective and objective literature; and

   d. The characteristics of the content of the literature of the people studied, that is, the Greeks, Romans, Norsemen, and Celts.

4. The modes and customs of living differ among the people of ancient and modern days.

[illegible] interesting, comparison with the more subjective explanations of early essays.

A new interpretation and understanding of ancient peoples may be gained from studying the children of such races.

A deeper appreciation of literature as a product of man's mind and heart may be realized.

The Imaginal Learning Products

1. The words and sentences and their elements, a structurelists conscious of important parts of language.

2. Many words, little usually used in spoken, may be found in whole or in part in the English language.

3. A knowledge of learning technical points in literature may be obtained:

a. The forms of poetry, especially the epic;

b. The centuries among the literatures of the various ages of man;

c. The difference between subjective and objective literature; and

d. The characteristics of the periods of the literature of the various nations, that is, the Greeks, Romans, Germans; and Italian.

4. The modes and customs of living differ among the people of nations and nations daily.

5. Certain racial characteristics may be discovered by observation and discussion.

6. Religious beliefs have differed through the ages.

The Tentative Time Limit

About seven weeks, three periods a week of forty minutes each, are necessary for the completion of this unit. Four weeks should be spent on Greek and Roman mythology and one week each for the Norse, Celtic, and review.

The Teacher's Bibliography

Law, Helen H., Bibliography of Greek Myth in English Poetry, Pamphlet, The Service Bureau for Classical Teachers, N.Y. 36 p.

Other words and quotations may be found in the Bibliography at the end of the Unit Assignment.

The Unit Assignment

In the following work, the teacher's part is indicated by a capital letter, while the work to be done by the pupils is numbered.

A. The introductory talk by the teacher should include the following leading questions:

1. When you were children did you have any beliefs different from those which you now hold about the same things?

2. Have you ever considered that the ancient peoples wondered about this world in which we live just as we wonder about it today?

3. Have you noticed that their interpretation of the phenomena of the world and the universe differs from ours?

4. Can you give any reasons why this might be so?

5. What part does science play in the life of the people of today?

6. What, after all, is science?

7. Did the ancient peoples have any science or hold any scientific beliefs?

8. What was their substitution for scientific beliefs which we of today hold?

9. What, therefore, do you consider a useful purpose for studying mythology?

The Unit Assignment

In the following work, the teacher's part is indicated by a capital letter, while the work to be done by the pupils is numbered.

A. The introductory talk by the teacher should include the following leading questions:

1. When you were children did you have any notions different from those which you now hold about the sun's origin?

2. Have you ever considered that the ancient peoples worshiped about this world in which we live just as we worship God in it today?

3. Have you noticed that their interpretation of the phenomena of the world and the universe differs from ours?

4. Can you give any reasons why this might be so?

5. What part does science play in the life of the people of today?

6. What, after all, is science?

7. Did the ancient peoples have any science or had any scientific beliefs?

8. What was their conception of scientific beliefs which we of today hold?

9. What, therefore, do you consider a useful purpose for studying mythology?

10. Can you discover any uses to which might be put the knowledge of myths?

This talk may be illustrated by pictures, slides, literary references, or any other means which the teacher may have at her disposal.

The following work is required. References to books are given by first giving the number of the book to which you are to refer, which is given in the Bibliography, and the pages follow. This arrangement, illustrated below, is used to facilitate means of reaching the desired pages and to save space and time. Example: 1: 35 - 37. This means that you are to look on pages 35 - 37 in the first book listed in the Bibliography. These references may be required or optional.

1. The beginning of the world is explained in many ways. One of the most delightful and imaginative accounts is that of the ancient Greeks and Romans. Unskilled in science as we know it today, pagan in religion, these ancients had only their imagination to aid them in interpreting the phenomena of the world and the universe.

   Did you ever stop to remember the things you firmly believed in as children which were only products of a childish imagination? When you grew older, you learned the truth about these beliefs, and perhaps you laughed at your childishness. Let us think about our learning of scientific truths when we grew older. Do you think that this change, this realization of the truth with age, this growth of ideas might be true of the world itself? Is it possible that the ancient peoples were children in the growth of the world just as you were once a child and

held beliefs which were changed as you grew up? Do you suppose that the world might have been too young to know what we know today? Justify your beliefs.

Let us look at their ideas about the beginning of the world. What did these Greeks and Romans think about it? What are myths, after all, and who invented them? Of what advantage is the study of them to you?

Required references: 5: 1 - 12; 7: xix - xxv.

Optional references: 2: 1 - 35; 3: xli - lxii; 4: xxix - xli; 6: 1 - 19.

2. It was natural for the early peoples to try to interpret the mechanisms of the world. They would ask themselves continually the "why's" and "wherefore's" of the phenomena which they could not understand. It was from these questions, which even today people are asking, that there grew a series of answers which were handed down by word of mouth from one generation to another. These answers are what we of today call myths.

It is necessary to know the major gods and goddesses, to understand their relationship and to realize the place which they occupied in the lives of the early races. What can you inform the class in regard to this matter?

Required references: 5: 16 - 26; 6: 20 - 24; 7: 1 - 8; 8: 1 - 7.

Optional references: 2: 64 - 87; 3: 3 - 19; 4: 1 - 17.

Daily Bulletin which were omitted as you saw fit. Do you suppose that the world might have been too young, to know what we know today? Totally good bulletin.

Let us look at their laws about the beginning of the world. Just did these people not know what about it? Our are opinion, after all, not who discovered Zoar? It was overlooked in the study of Zoar to read

Required reference: Ch: 1 - 2:; 1: ele - xxv.

Optional reference: Ch: 1:- 7:; 3: xii - lxiii; 4: xxiv - xlii; 5: 1 - 12.

2. It was natural for the early people to try to interpret the mechanism of the world. They could not discriminate particularly the "why's" and "wherefore's" of the phenomena which they could not understand. It was from these questions, which even today people are asking, that there grew a variety of answers which were handed down by word of mouth from one generation to another. These answers are what we of today call myths.

It is necessary to know the major laws and goddesses, to understand their relationship not to mention the places which they occupied in the lives of the early people. What did you infer the place to regard to this material.

Required reference: Ch: 1 - 4:; 5: 20 - 40; 7: 1 - 3; 8: 1 - 7.

Optional reference: Ch: 9 - 21; 12: 1 - 12; 14: 1 - 12.

B. It would be advantageous to the pupils to be given a brief account of the early history of Greece and Rome. Here again the teacher must use her discretion in lecturing on this subject. It is always necessary to keep in mind the ability of the pupils to grasp knowledge at a certain level. Only the teacher knows the intelligence level of her particular class and should therefore give her lectures accordingly.

In this talk, it would be well to stress the national characteristics of the Greeks and Romans, to point out the imaginative faculties of the one and the materialistic tendencies of the other who merely adopted Greek mythology as their own with but few inventions on their part.

Thus may the pupils be prepared for the study and discussion of the more important myths. Greek and Roman names should be emphasized to show the similarity of the gods and goddesses of these two countries. The more important deities are stressed, and the minor ones associated with them are but briefly touched upon.

3. Whom do you consider to be the greatest modern athlete? the conqueror of the skies and seas? How do you account for the change of seasons? What makes the sun and moon seem to journey across the earth? These and other questions might have been asked of the boys and girls of ancient Greece and Rome. What do you think their answers might have been? After studying the references given below, compare your answers to these questions given here with those you think might have been the answers of the peoples you are reading about. What other questions might you ask of these peoples as well as of yourself and your friends?

Apollo:

Required references: 4: 26 - 29; 5: 104 - 123; 7: 9 - 26.

Optional references: 2: 119 - 132; 3: 175 - 182; 6: 104 - 118.

Diana (Artemis):

Required references: 4: 29 - 31; 5: 128 - 138; 7: 51 - 61.

Optional references: 2: 130 - 140; 3: 182 - 188; 6: 118 - 128.

Juno (Hera) :

Required references: 4: 22; 6: 48 - 51; 7: 71 - 78;

Optional references: 2: 99 - 103; 3: 163 - 168.

Jupiter (Zeus):

Required references: 4: 19 - 21; 5: 58 - 68; 7: 82 - 93.

Optional references: 2: 88 - 99; 3: 151 - 163; 6: 36 - 48.

Mars (Ares):

Required references: 4: 84 - 90; 6: 81 - 85; 7: 99 - 106.

Optional references: 2: 213 - 217; 3: 189 - 190.

Mercury (Hermes):

Required references: 4: 150 - 151; 6: 132 - 140; 7: 109 - 115.

Optional references: 2: 195 - 202; 3: 191 - 194.

Minerva (Athena):

Required references: 4: 81 -84; 6: 95 - 103; 7: 119 - 126.

Optional references: 2: 110 - 118; 3: 169 - 173.

Neptune (Poseidon):

Required references: 4: 169 - 171; 6: 51 - 56; 7: 137 - 142.

Optional references: 2: 157 - 159; 3: 210 - 214.

Pan:

Required references: 4: 181 - 187; 6: 149 - 151; 7: 151 - 156.

Optional references: 2: 202 - 204; 3: 267 - 269.

Pluto (Hades):

Required references: 4: 47 - 54; 6: 57 - 65; 7: 159 - 168.

Optional references: 2: 225 - 245; 3: 233 - 235.

Venus (Aphrodite):

Required references: 4: 31 - 34; 5: 78 - 98; 7: 177 - 189.

Optional references: 2: 205 - 213; 3: 196 - 204; 6: 90 - 95.

Vulcan (Hephaestus):

Required references: 4: 24 - 26; 6: 85 - 90; 7: 199 - 203.

Optional references: 2: 217 - 219; 3: 205 - 208.

4. Whom do you consider the greatest heroes of today? In the days of ancient Greece and Rome the people also had heroes whose deeds were remarkable to them. Read about these heroes in book No. 7 in the Bibliography. Compare the deedsof these modern and ancient heroes.

5. Many famous and strangely miraculous wars were fought in those days of long ago. The soldiers took dangerous and eventful journeys and fought in battle with the gods and goddesses. Read about the Trojan War and the adventures of Ulysses and Aeneas in book No. 7 in the Bibliography. Compare these wars and voyages with those of modern days.

C. This work should be followed by two or three periods of class discussion.

Many illustrations from Greek and Roman history and mythology will greatly enhance the value of these lessons. Modern references to mythology will also be of assistance in emphasizing its value.

The scientific aspect may be discussed at a level which the teacher feels is suitable for her own particular group of pupils. References are given in the Bibliography, but here again the teacher may use her own initiative. The purpose of the scientific aspect of mythology is one which has been pointed out at the beginning of the unit. It is the time for ingenius thought questions on the part of the teacher to discover how much independent thinking has been going on during this section of the unit. Definite relationship between mythology and the pupils' environment may be established.

A test follows in Greek and Roman mythology which should prove how much the pupil has grasped. A perfect score should not be required, but rather a score in proportion to the I. Q. of the class as a whole.

D. A short introductory talk by the teacher will aid in clarifying any difficulties which might have arisen in regard to Greek and Roman mythology, as well as serving to arouse interest in the work to follow.

6. Like the Greeks and Romans, the people of northern Europe developed a mythology in answer to their questions about the world and the universe. Because they were more joyous than the more serious-minded Greeks and Romans, their gods were happy ones. They believed that in the beginning the world was made of mist and ice. Why was it natural for them to think this? What else did they believe about the beginning

of the world and the universe? How does this explanation compare with that of the Greeks and Romans?

How would you explain the chief Norse gods, their associates, and their characteristics to your friends? What myths do you consider most important? Tell the stories of the heroes of the North. Which hero is your favorite and why have you chosen him? If you were a boy or girl when the world was young, would you like to have lived in Greece or Rome, or in the Northland? Justify your choice.

Required references: 1: 436 - 465; 4: 373 - 430; 5: 393 - 431; 6: 355 - 375.

7. At one time or another everyone has heard of the Celts, with their love of the " wee folk", "banshees", and the like. Who were these people and what was their origin? Where are the "fringes" in which the Celts of today live? How did the ancient Romans describe these people? Why did they worship stones? Why did they call their priests Druids? What were their functions?

When the original Celtic empire was destroyed, new myths came into prominence where the people remained. They are said to fall into cycles. What are these cycles? Be able to identify each briefly.

Required references: 1: 466 - 476; 5: 435 - 460.

E. Illustrative material and literary allusions may be used effectively in the review periods for Norse and Celtic mythology. If the pupils are mature, readings from the great epics which deal with mythology

of the world and the universe? Do they have this exclamation concerning what of the waters and forests?

How would you explain the belief where gods, their associates, and their characteristics to your friends? What qualities you consider most important that the waters or the forests of the North. Tell here in your favorite mythology here you choose that. If you were a boy or girl from the world map yonder, would you like to have lived in Greece or Rome, or in the Scandinavian countries? Justify your choice.

Required references: 1: [illegible]; 2: [illegible]; 3: [illegible]; 4: [illegible]; 5: [illegible].

7. As you like to read about everyone who dwelt in the Greek, with their love of the "one fair", "beautiful", and the live. Who were those people and what was their religion? Where are the "Elysian" in which the souls of young live? How did the ancient Greeks describe these people? Why did they worship others? For did they call their gods? What were their ceremonies?

When the ancient Greek cities were destroyed, one myths came into prominence where the people remained. They are said to tell into cycles. What are these cycles? In order to identify each briefly.

Required references: 1: [illegible]; 2: [illegible].

8. Illustrative material and illustrations may be used effectively in the review matter for Norse and Celtic mythology. If the myths are used, analogy from the great epic poem that with mythology

may be read. Other illustrative material may be used successfully.

Brief and apt illustrations from modern life and science may serve to relate the myths to the pupils' environment.

Mythologies of other lands may be given brief mention.

A test follows this work before a general review and mastery test.

8. The assignments which follow are optional and may be done at will for extra credit.

a. Make a notebook of pictures of the gods and goddesses mentioned in the mythologies studied.

b. Collect poems in which references are made to the mythologies studied.

c. Make a collection of advertisements which make use of mythology.

d. Suggest or draw some interesting pictures which might be used for advertising purposes.

e. Group projects may be organized by those interested in the theatre. Model or draw the Greek or Roman theatre. Use some play written in those times and prepare it for production. Marionettes, shadow-graphs, or some other medium may be used for production purposes.

f. Dress dolls in the national costumes of the countries studied.

g. Make a complete costume book for one of the countries studied.

may be used. Other illustrative material may be used appropriately.

Briefings are illustrations from modern life and welcome may serve to relate the myths to the pupils' environment.

Mythologies of other lands may be given brief mention.

A test follows this note below a general review and summary test.

1. The mythologies which follow are original and may be used at will for extra credit.

2. Make a notebook of drawings of the gods and goddesses mentioned in the mythologies studied.

3. Collect poems in which references are made to the mythologies studied.

5. Make a collection of advertisements which make use of mythology.

6. Suggest or draw some interesting pictures which might be used for advertising purposes.

7. Some pupils may be organized by form interests in the library. Select or draw the stock of books for the library. The class play written in Latin class and presents it for presentation. Miniatures, dioramas, or some other medium may be used for production purposes.

8. Draws coins in the original costumes of the countries studied.

9. Make a complete costume such for one of the countries studied.

h. Collect mythological references which you have found in your reading.

i. Describe the mythology of a country you have not studied.

j. Collect words based on mythology.

k. Discuss or write about religious ceremonies you have read about and illustrate them.

l. Give definite scientific interpretation for some of the beliefs explained mythologically by the people studied.

m. Make a crossword puzzle in mythology.

n. Make a list of famous art works which were inspired by the myths.

o. What musical pieces were inspired by mythology? Describe the story which each tells, and know something about the musician who wrote them.

p. Select the three most interesting myths you have read about and re-write them at length, using your own imagination to fill in the details.

q. Write a pageant on mythology suitable for school presentation.

r. Prepare a newspaper which might have been written in the early days of the Greeks, Romans, Celts, or Norsemen. Show definitely the importance of the gods in the country chosen. This may be a group activity.

1. Collect mythological references which you have found in your reading.

2. Describe one mythology of a country you have not studied.

3. Religious myth based on mythology.

4. Discuss or write about religious ceremonies you have read about and illustrate them.

5. Give reliable naturistic interpretation for some of the religious ceremonies mentioned by the people studied.

6. Make a concerted puzzle in mythology.

7. Make a list of terms art works which were inspired by the myths.

8. Find ancient places were literary by mythology. Describe the story which as it relate, and then connecting among the existing the story then.

9. Select the line or of interesting myths you have read about and re-write them as lectures, using your own imagination to fill in the details.

10. Write a pageant or extending suitable for school presentation.

11. Provide a news paper a lot might have been written in the early days of the Greeks, Romans, Celts, or Norsemen. Show definitely the importance of the work in the ancient times. This may be a group activity.

s. Learn some of the dances or national songs of the countries studied and dance or sing them for the class.

t. Read and report on the Iliad or Odyssey. The Aeneid or any other great mythological poem may be read and reported in class.

u. Collect stamps which have to do with mythology.

v. The following stories may be studied to make more complete the work in Greek and Roman mythology.

Aurora (Eos)

Bacchus (Dionysus)

Ceres (Demeter)

The Fates

Janus

The Muses and Pegasus

Prometheus

Hestia (Vesta)

Persephone

Hebe

Phaethon

The Winds

Aesculapius

Eros (Cupid)

The Nymphs

Suggestions for Visual Aids

Pictures may be had from any of the following companies:

The Perry Picture Company

Malden, Massachusetts

The University Prints

Newton, Massachusetts

The Thompson Publishing Company

Syracuse, New York

The George P. Brown and Company

Beverly, Massachusetts

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Test in Greek and Roman Mythology

I.

Match the following selection, with numbered blanks, with the words and phrases given in the column of words succeeding it.

Myths are said to be the stories of __1__ beings. __2__ myths are those handed down by the Greeks and Romans, which have been made famous by __3__. They represent the attempts of a young race to interpret __4__ and __5__. These reveal strong __6__ rather than knowledge. The majority of the Greeks believed these stories, but the more intelligent person had his own interpretation of the phenomena. Even though thoughtful individuals held their own beliefs, and in spite of the fact that the myths are stories, we study them because they are frequently referred to in __7__. Many __8__ have received inspiration from mythology.

The __9__ had no mythology of their own because of their national characteristics of __10__. It was therefore natural that they should accept __11__ culture when that country came under their control. With culture were received myths, which they changed but little.

When the world began there was __12__, until two great beings were evolved __13__ and __14__, known as the Earth and Sky. When the Earth and Sky married they had children, some beautiful and some ugly. The twelve beautiful ones were called __15__. Because the Sky hated his children, he confined them to __16__. __17__ helped his mother, Earth, to vanquish his father. He married Rhea, and they

Test in Greek and Roman Mythology

1.

Match the following relations, mispronounced phrases, with the words and phrases given in the column of words accompanying it.

Aryan are said to be the stories of _1_ origin. _2_ by the are first handed down by the Greeks and Romans, which have been well known by _3_. They represent the attempts of a young race to interpret _4_ and _5_. These myths arose _6_ rather than knowledge. The majority of the Greek's believed some stories, but the more intelligent people had their own interpretation of the phenomena. Even during Imperial Individuals held their own religion, and in spite of the fact that the myths are accepted, we study them because they are frequently referred to in _7_. Many _8_ were received inspiration from mythology.

The _9_ had no mythology of their own because of their religious characteristics of _10_. It was therefore natural that they should accept _11_ although when that country came under Roman control, Eastern religions were received with, which very changed the lights.

When the world began there was _12_, until two great beings have evolved _13_ and _14_, known as the Earth and Sky. When the Earth and Sky married, they had children, some beautiful and some ugly. The twelve beautiful ones were called _15_. Saturn the Sky hated his children, so confined them in _16_. _17_ helped his mother, Earth, to vanquish his father. The multitude then, and they

had six children, whom we know as gods and goddesses. He was afraid that he would be overcome like his father so he swallowed all his children except 18, who escaped. When he was of age he overthrew his father and then dwelt at 19. The gods and goddesses then divided the world among themselves. The conqueror chose as his wife 20; 21 was to rule the sea; 22 the Underworld; Vesta became goddess of 23; and Ceres goddess of 24.

_____ Greek	_____ Mars	_____ Gaea
_____ Tartarus	_____ Cronus	_____ literature
_____ Juno	_____ feeling	_____ Jupiter
_____ poets	_____ Uranus	_____ life
_____ practicality	_____ nature	_____ Pluto
_____ Titans	_____ Chaos	_____ Neptune
_____ Mt. Olympus	_____ classical	_____ hearth
_____ artists	_____ Romans	_____ Venus
_____ superhuman	_____ Mercury	_____ agriculture
_____ beauty		

II.

Place the letter of the correct phrase in the space provided.

_____ 1. Mars was the god of: a. war; b. heaven; c. the stars; d. thunder; e. the sea.

_____ 2. Apollo chased: a. Niobe; b. Cassandra; c. Daphne; d. Sibyl; e. Psyche; who was turned into a laurel tree.

_____ 3. Cassandra could: a. sing; b. embroider; c. play the lyre; d. prophesy; e. dance.

Dan Sis Quilters, who we know as gods and goddesses. In his wisdom they do which on occasions lose his temper to be quilters. Il sis quilters return ___ Dan answers. When he was 17 age he overtaken his labour and been dwell on ___. The gods and goddesses then darkness the world among themselves. The computer chase as his wife ___ ; ___ was so rule him out ; ___ the underworld, Yemo, whose goddess el ___; and there gradual of ___.

___ Great	___ Mary	___ Dean
___ Gulliver	___ Gloria	___ Illustrious
___ Jane	___ Fanning	___ Jupiter
___ Peace	___ France	___ Life
___ Practicality	___ Andre	___ Plate
___ Place	___ Place	___ Septum
___ Mr. Gregor	___ Marginal	___ Berlin
___ Artists	___ Science	___ Tamar
___ Supernova	___ Gerbert	___ Equilibrium
	___ Cassy	

II.

Place the letter of the correct choice in the space provided.

___ 1. Where was the god ? a. sun; b. heaven; c. the water; d. thunder; e. the sea.

___ 2. Which number: a. three; b. fourteen; c. twelve; d. eight; e. forty; who was raised into a moral tree.

___ 3. Cassandra could: a. fight; b. entertain; c. play the lyre; d. prophesy; e. dance.

_____ 4. Apollo's sister was: a. Venus; b. Diana; c. Ceres; d. Vesta; e. Athena.

_____ 5. The god of athletes is: a. Mars; b. Jupiter; c. Mercury; d. Vulcan; e. Apollo.

_____ 6. Niobe is famous because: a. her tears; b. her beauty; c. her love of Jupiter; d. her gift of prophecy; e. her dancing.

_____ 7. a. Priam; b. Prometheus; c. Midas; d. Jason; e. Ulysses; had the golden touch.

_____ 8. The goddess of the dawn was: a. Diana; b. Aurora; c. Daphne; d. Psyche; e. Venus.

_____ 9. The goddess of the chase was: a. Diana; b. Semele; c. Daphne; d. Minerva; e. Venus.

_____10. Endymion was kissed by: a. the moon-goddess; b. the goddess of the hearth; c. the goddess of beauty; d. the wife of Jupiter; e. Psyche.

_____11. The Three Fates were: a. Venus; b. Clotho; c. Cassandra; d. Atropos; e. Lochesis.

_____12. The queen of heaven was: a. Venus; b. Athena; c. Juno; d. Vesta; e. Diana.

_____13. We associate Io with: a. Callisto; b. Argus; c. Apollo; d. Hecate; e. Mars.

_____14. The cup-bearer of the gods was: a. Hebe; b. Iris; c. Callista; d. Juno; e. Venus.

_____15. Olympic Games were held in honor of: a. Apollo; b. Mars; c. Vulcan; d. Mercury; e. Jupiter.

____ 6. Apollo's sister was: a. Venus; b. Diana; c. Ceres; d. Juno; e. Minerva.

____ 7. The god of athletics is: a. Mars; b. Jupiter; c. Saturn; d. Vulcan; e. Apollo.

____ 8. Eros is known as the god of: a. love; b. her beauty; c. her love of Jupiter; d. her gift of prophecy; e. her dancing.

____ 9. a. Pluto; b. Proserpina; c. Ceres; d. Mars; e. Vulcan; her son was called Vulcan.

____ 10. The goddess of the dawn was: a. Diana; b. Astraea; c. Demeter; d. Juno; e. Venus.

____ 11. The goddess of the chase was: a. Diana; b. Ceres; c. Proserpina; d. Minerva; e. Venus.

____ 12. Which goddess was kissed by: a. the moon-goddess; b. the goddess of the earth; c. the goddess of beauty; d. the wife of Jupiter; e. Juno.

____ 13. The three fates were: a. Venus; b. Diana; c. Minerva; d. Astraea; e. Lucinda.

____ 14. The queen of heaven was: a. Venus; b. Minerva; c. Juno; d. Ceres; e. Diana.

____ 15. Ma associate is also: a. Jupiter; b. Juno; c. Apollo; d. Bacchus; e. Mars.

____ 16. The cup-bearer of the gods was: a. Mars; b. Jupiter; c. Ganymede; d. Juno; e. Venus.

____ 17. Olympic games were held in honor of: a. Apollo; b. Mars; c. Vulcan; d. Mercury; e. Minerva.

_____ 16. The Roman god of trade and commerce was: a. Apollo; b. Mercury; c. Vulcan; d. Jupiter; e. Mars.

_____ 17. We associate Arachne with: a. Athena; b. Venus; c. Vesta; d. Diana; e. Cassandra.

_____ 18. The god of the sea was: a. Ares; b. Apollo; c. Mercury; d. Aesculapius; e. Poseidon.

_____ 19. Echo fell in love with: a. Apollo; b. Argus; c. Aesculapius; d. Poseidon; e. Narcissus.

_____ 20. Pan was: a. the god of war; b. the god of the country; c. the god of commerce; d. the god of agriculture; e. the god of wine.

III.

Match the following by placing the correct letter of the word in the second column which matches with the first. The first column follows:

_____ Pluto	_____ Bellerophon
_____ Eurydice	_____ Tartarus
_____ Cerberus	_____ Thebes
_____ Medusa	_____ Thisbe
_____ Psyche	_____ Pandora
_____ Galatea	_____ Ariadne
_____ Charon	_____ Golden Apples
_____ Minotaur	_____ Hercules
_____ Atlanta	_____ Jason
_____ Prometheus	_____ Hero

_____ 12. The Latin god of winds and overcast sky: a. Apollo; b. Aeolus; c. Ceres; d. Vulcan; e. Mars.

_____ 13. An evergreen Arabian plant: a. Alfalfa; b. Yucca; c. Yarrow; d. Quince; e. Dracaena.

_____ 14. The god of the sun was: a. Ares; b. Apollo; c. Neptune; d. Aesculapius; e. Poseidon.

_____ 15. Elsie Dell is love with: a. Jonathan; b. Argus; c. Aesculapius; d. Pygmalion; e. Dwight.

_____ 16. Pan was: a. the god of war; b. the god of the country; c. the god of lumbering; d. the god of agriculture; e. the god of wine.

III.

Match the Colleges by placing the correct letter of the word in the second column which matches with the first. The first column follows:

_____ Faith	_____ Sheldrogges
_____ Acrylic	_____ Marlboro
_____ Cerebral	_____ Thaxter
_____ Ancient	_____ Tolkin
_____ Fermat	_____ Chandler
_____ Dakkeep	_____ Atlanta
_____ Dinner	_____ Saint Augie
_____ Airplane	_____ Servaire
_____ Atlantic	_____ Kent
_____ Freedomland	_____ Hero

Column II.

a. fire
b. Cupid
c. Hades
d. Styx
e. Troy
f. box
g. Theseus
h. Persephone
i. Sisyphus
j. Hesperides
k. Pegasus
l. fleet-footed
m. Cadmon
n. ball of cord
o. Pygmalion
p. Titans
q. Pyramus
r. Gaea
s. golden fleece
t. Labors
u. Uranus
v. Leander
w. Ulysses
x. Briseus
y. Orpheus
z. Perseus

IV.

Match the following columns as you have in the third question.

_____ home of the gods
_____ Paris
_____ Prince of Sparta
_____ Helen
_____ Penelope
_____ Son of Ulysses
_____ Achilles
_____ sacrifice

_____ dragged by Achilles
_____ Vulcan
_____ vulnerable heel
_____ Cassandra
_____ wooden horse
_____ Polyphemus
_____ Aeolus
_____ Circe

_____ Scylla
_____ songs
_____ Dido
_____ Cumae

Column II.

a. soothsayer

b. Telemachus

c. monster encountered by Ulysses

d. Trojan Prince

e. Iphegenia

f. maker of Achilles armor

g. Achilles

h. changed men into swine

i. Mt. Olympus

j. downfall of Troy

k. god of the winds

l. Menelaus

m. Harpies

n. Briseus

o. wife of Menelaus

p. Agamemnon

q. Aeneas

r. wife of Ulysses

s. Hector

t. Theseus

u. Bellerophon

v. sirens

w. Phaethon

x. sibyl

y. Hebe

z. Charybdis

Test in Norse and Celtic Mythology

I.

Match the following selection, with numbered blanks, with the words and phrases given in the second part of this question.

The northern nations were called __1__, and the people lived in the countries known today as Sweden, Iceland, Denmark, and Norway. The mythology of these peoples has come down to us in manuscripts known as __2__. These records described the beginning of the universe and told of a world of __3__. From the vaporous clouds sprang __4__ and Audhumbla, a __5__. By __6__ the frosty stone on the ice, there appeared a man who was a god. His sons were __7__, Vili, and Ve. They killed their father, and from his body they formed __8__, from his blood __9__, from his bones the mountains, from his hair the trees, his skull the heavens, and from his brain clouds which caused rain and snow. His eyebrows became Midgard, known as __10__, where man was to dwell. Man and woman were made from __11__. The gods dwelt in __12__, which was crossed by the bridge of the rainbow. The gods lived in palaces, __13__ being the most beautiful. This was the home of Odin. On Odin's shoulders sat two __14__, who flew over the earth each day and reported to Odin what they had seen and heard. Odin invented __15__ characters. His name is sometimes spelt as __16__, and from this we get __17__, the name of one of the days of the week. Odin, mindful of the day when he must contend with the __18__ for supremacy of the earth, sent the __19__, the warlike virgins, to every battle field to choose warriors who

Part IX Dance and Celtic Mythology

1.

Match the following statements, with numbered blanks, with the words and phrases given in the second part of this question.

The northern nations were called __1__, and the people lived in the countries known today as Sweden, Ireland, Denmark, and Norway. The equivalent of Dawn Dancing was known then, as it is in Ireland today, as __2__. Dance records described the beginning of the universe and said it started at __3__. From the Vedaric dictionary around __4__ and Ashtaroth, a __5__. By __6__ the lovely elegance on the tide, there appeared a man who was a god. His name was __7__, Vili, and Ve. They killed their father, and from his body they formed __8__. From his blood __9__, from his bones the mountains, from his hair the trees, his skull, the heavens, and from his brain clouds which became rain showers. The equivalent Teutonic Mythical, known as __10__, Ymire was in Hell. Men and women were made from __11__. The male deity is __12__, which was created by the Vedaic of the rainbow. The male river is polluted, __13__ being its mere beautiful. Ygin was the dance of death. On Odin's shoulders are two __14__, and flies over the earth each day and returns to Odin what they had seen and heard. Odin invented __15__ characters. His name in Teutonic words is __16__, and from Odin we get __17__. The dance of one of the days of the week. Odin, ancestor of the day when the earth towards which the __18__ for vitrement of the earth, and the __19__ the earthly vitality, to every Celtic land to Dance varieties was

had been slain. When the virgins rode across the sky to the battle fields, the light they created was called the Aurora Borealis, or the __20__.

Column II.

_____ Ymir	_____ cow
_____ the earth	_____ mist and ice
_____ Runic	_____ the seas
_____ northern lights	_____ Asgard
_____ trees	_____ Eddas
_____ Wednesday	_____ mid-earth
_____ giants	_____ Valkyries
_____ Scandinavia	_____ Odin
_____ ravens	_____ Woden
_____ Valhalla	_____ licking

II.

Match the following columns:

_____ Thor	_____ Rainbow Bridge Guardian	_____ Gudrun
_____ Fenris	_____ Hela, or Death	_____ Balder
_____ Asgard	_____ Elvidnir	_____ Alfadur
_____ Freya	_____ Valhalla	_____ Brynhild
_____ Wagner	_____ Jotunheim	
_____ Iduna and Bragi	_____ Skalds	
_____ Thursday	_____ Tuesday	
_____ one of the Aesirs	_____ Niebelungenlied	

Column II.

a. Thor	n. mistletoe
b. son of Loki	o. Midgard
c. Elves	p. home of Death
d. home of Odin	q. mist and ice
e. Odin's son, the thunderer	r. King Gunnar
f. the giants' country	s. Aurora Borealis
g. Heimdall	t. Sigurd
h. Norse Olympus	u. Audhumbla
i. possessors of magic apples	v. Rhine-gold
j. Tyr	w. Thor
k. wolf chained by Gleipnir	x. Ymir
l. national German epic	y. Almighty
m. bards or poets	z. Rumes

III.

Match the following selection , with numbered blanks, with the words and phrases given in the succeeding column.

In the Celtic "fringes" of today we find the remains of a once mighty nation. Who has not heard of the Celtic fairy tales and folklore which our friends from Brittany, Ireland, Wales, and the Scotch Highlands, love to tell? We obtain much of our historical information about these peoples from __1__. They tell us that, in particular, the Celts believed in __2__ worship, although other natural objects were also worshipped. __3__ is the most famous reminder of this worship in England. The Celts called their priests

__4__, who taught the existence of __5__, and believed in one god, __6__, whose symbol of divinity was __7__. Two great feasts were observed each year, one occurring around the first of May being known as Beltane or __8__, the other on November first, known as Samh'in, or __9__. On certain days for rejoicing the people searched for the __10__, which they called "heal-alle".

When the Romans came to conquer Britain, the Druids were forced to retreat to __11__ for shelter. Here they remained, practicing their religion until the arrival of __12__ who converted the people to Christianity.

With the invasion of the Romans into the Celtic kingdom the old mythology died almost completely and new myths were born. These stories are divided into three groups and to these groups we add the famous stories of Maelduin, Mabinogen, and __13__, the most well known.

To the ancient Celts, __14__ or Brigit was known as the mother of the gods, and the father and chief was __15__. The people of Brigit and the chief of the gods lived in their four fairy cities and for a long time they ruled Ireland until at last they were overthrown by the __16__ who are said to have come from Spain. Even though they were conquered, the children of the chief still dwelt in Ireland were ruled by their king and were called __17__ people.

The Ultonian group tells the stories of King __18__ and his vassel Cuchulainor or Setanta.

Evehtually the gods shrunk in size and importance until they became the __19__, fairy folk that are __20__ to all but a chosen few.

_____ Dagda	_____ fire of God
_____ Milesians	_____ another world
_____ Little People	_____ St. Columba
_____ Stonehenge	_____ stone
_____ invisible	_____ mistletoe
_____ elfin	_____ Be'al
_____ Conor	_____ Druids
_____ King Arthur	_____ fire of peace
_____ Romans	_____ Iona
_____ Dana	_____ fire

IV.

Match the following:

Column I.

_____ Cromlech	_____ Salisbury Plain
_____ Sir Lancelot	_____ Holy Grail
_____ Excalibur	_____ large piles of stone
_____ Deirdre	_____ Siege Perilous
_____ Sir Modred	_____ Maev
_____ Paradise	_____ Son of Finn
_____ Mabinogi	_____ Arthur
_____ Druid	_____ Finn
_____ Fianna	_____ Aed
_____ banshees	_____ gave council to Maelduin

Column II.

a. Ulster

b. priest

c. treacherous knight

d. altar

e. Ossian

f. Cairns

g. chalice

h. site of Druidic worship

i. a choir

j. Nuca

k. nomadic

l. known to all apprentice bards

m. Iona

n. chief Irish poet in Maelduin's rule

o. Conchobar

p. little people

q. Guinevere

r. Prydeni

s. army

t. leprechaun

u. Dana

v. disloyal knight

w. Avalion

x. King Arthur's sword

y. fire

z. Mannon

The Mastery Test for Unit on

Mythology

I.

In the quotations which follow, certain words are underlined. Identify these by placing the number of the quotation before the correct word with which the underlined is closely connected in the list of words which accompany this question.

1."It was the Titans warring with Olympus." - Carlyle

2."In the beginning how the heavens and earth
Rose out of Chaos." - Milton.

3."Even the blood of giants, which were slain
By thund'ring Jove." - Spenser.

4."Let us send Hermes forth, the Speedy-Comer." - Homer.

5."So saying, the goddess spread a table, loading it with ambrosia and mixing ruddy nectar." - Homer.

6."Apollo's upward fire
Made every eastern cloud a silvery pyre
Of brightness." - Keats.

7."Turn to the same level plain where haughty Mars
Has legion'd all his battle." - Keats.

8."On high her mighty horses Luna drives." - Ovid.

9."Wedding is great Juno's crown." - Shakespeare.

10."Hebe bring
A full-brimm'd goblet." - Keats.

The Mystery Test Individual

Mystery

1.

In the questions which follow, certain words are underlined. Instead of placing the number of the question before the correct word with which the question is closely associated in the list of words which accompany this question.

1. "It was the _Lions_ writing with _Unicorns_." - Carlyle

2. "In the beginning was the Sentence and words

came out of _Chaos_." - Milton.

3. "From the glass of glasses, words were sixin

by wonderful _fire_." - Emerson.

4. "Let us send _Reason_ forth, the Sweet-_Tear_." - Moore.

5. "On spring, the _cedars_ spread a table, loading it with _nectarin_ and

making ready _sylvan_." - Moore.

6. "_Ampelide_ spread its

hale every eastern cloud a silvery pyre

of organzines." - Keats.

7. "Down to the same level plain where Jacquiry _Jere_

the legion's all his battle." - Keats.

8. "On wings of slightly motion _Love_ strives." - Ovid.

9. "Anxiety is great _Lear's_ crown." - Shakespeare.

10. "_Take_ bring

a full-blown'd goblet." - Keats.

11. "As large, as bright, as color'd as the bow
Of Iris." - Keats.

12. "Next she placed on the board some olives, green and ripe, truthful
Minerva's berries." - Ovid.

13. "Woe,woe,for Adonis, he hath perished, the lovely Adonis." - Byron.

14. "The silver flow
Of Hero's tears." - Keats.

15. "Set at naught
The frivolous bolt of Cupid." - Milton.

16. "And let fair Venus, that is queen of love,
With her heart-quelling son, upon you smile." - Spenser.

17. "A hoarse voice spoke through the letter-box. 'Has he gone,laddie?'
I put my mouth to the slit and we talked together like Pyramus and
Thisbe." - P.G.Wodehouse.

18. "Who drives the horses of the sun,
Shall lord it but a day." - Cheyney.

19. "As when those hinds that were transformed to frogs
Railed at Latona's twin-born progeny." - Milton.

20. "And lie thou there,
My laurel bough,
Scornful Apollo's ensign, lie thou there?" - Arnold.

21. "Like to that sanguine flower inscribed with woe." - Milton.

22. "Maid Artemis is near!
For up Cithaeron with a flying throng
Of nymphs and dogs I saw her go." - Hewlett.

23. "Now to Aurora, borne by dappled steeds,
The sacred gates of orient pearl and gold
Expanded slow." - Landor.

24. "No sane man would demand from the gods the gift of Midas." - Blackwood's Magazine.

25. "Like one who dreamed
Of idleness in groves Elysian." - Keats.

_____ Diana, goddess of the hunt	_____ cup-bearer of the gods
_____ abode of the Greek gods	_____ Cupid
_____ goddess of marriage	_____ goddess of the rainbow
_____ the world at the beginning	_____ lovers; talked through a wall
_____ moon-goddess, Diana	_____ Mercury
_____ Athena's gift to Athens	_____ Apollo
_____ goddess of the dawn	_____ god of the sun
_____ giants	_____ Apollo and Diana
_____ beloved of Venus; killed by boar	_____ Daphne
_____ god of war	_____ the food of the gods
_____ mourning for Leander	_____ Hyacinth
_____ god of the sky	_____ the golden touch
_____ love wounding bow and arrows	_____ heaven

II.

On the following page you will find four columns. In the first is a list of words. You are to give the meaning of these words in the second column. In the third, give the original mythological name from which the word was taken. The original meaning should be placed in the last column.

3. "Use to _____, score by daylight/stamp.

The sacred jar - at orient (sect) and gold

Separated sign." - Lenore.

4. "In vain man would unseal from the gods the gift of _____." - Blackwood's

Magazine.

5. "Like one who dreamed

of diamond in crown _____." - Keats.

____ Dimpling, smiling, or sun-lit	____ Cup-bearer of the gods
____ Shore of the green gods	____ Ocean
____ Goddess of morning	____ Goddess of the rainbow
____ Sea world at the beginning	____ Lovers; sailed through a mist
____ Sun-god(ess), Diana	____ Water?
____ Albion's gift to Athens	____ Apollo
____ Goddess of the dawn	____ God of the sun
____ Glaucus	____ Aquila and Diana
____ Beloved of Venus; killed by boar	____ Jupiter
____ God of war	____ The food of the gods
____ Searching for Danaëe	____ Christian
____ God of the sky	____ The golden fleece
____ Love wounding her and Jupiter	____ Perseus

II.

In the following page, you will find four columns. In the first is a list of words. You are to give the meaning of these words in the second column. In the third, give the original mythological name from which the word came. The original meaning should be stated in the last column.

WORD	MEANING	ORIGINAL WORD	ORIGINAL MYTHOLOGICAL MEANING
1. titanic			
2. cereal			
3. Olympic			
4. martial			
5. vulcanization			
6. museum			
7. nectar			
8. Europe			
9. Athens			
10. Europa			
11. phaeton			
12. panic			
13. auroral			
14. Bacchic			
15. morphine			

III.

Match the following questions as you did in the first question.

1. "And the stars came out in heaven,
   High over Asgard." - Arnold.
2. "But in his breast stood fixt the fatal bough
   Of mistletoe." - Arnold.
3. "Thou camest near the next, O warrior Thor,
   Shouldering thy hammer." - Arnold.
4. "Balder the Beautiful
   God of the summer sun!" - Longfellow.
5. "Their radiant palace is Valhalla called." - Wagner.
6. "Where are in circles ranged twelve golden chairs,
   And in the midst one higher, Odin's throne." - Arnold.
7. "And the Valkyries on their steeds went forth
   Toward earth and fights of man." - Arnold.
8. "The Norns, the terrible maidens." - Scott.
9. "Then uprose the king of the Nibelungs and was clad in purple and pall."
   - Morris.
10. "Hey! Siegfried doth hold now the Nibelung's hoard." - Wagner.

_____ son of Ymir	_____ Wagner	_____ warlike virgins
_____ Fenris	_____ abode of the gods	_____ Gudrun
_____ dispensers of fate	_____ Balder	_____ Thursday
_____ home of Odin	_____ epic	_____ mistletoe

Match the following quotations as you did in the first question.

1. "Not the waves came out in heaves,
Only ever seemed." - Arnold.

2. "But it was broken since first the tears began
To glistening." - Arnold.

3. "Then tears: once six years, I metrical Tears,
Lamentering thy manner." - Arnold.

4. "Sailed the Dominion,
Out of the Sunset sun!" - Longfellow.

5. "Their resinous odance is flinging valleys." - Tennyson.

6. "Where are in silence ranged twelve golden chairs,
And in the midst the throne, Satan's throne." - Arnold.

7. "And the Pilgrims on their wineskin went forth
Towards evil and flights of sun." - Arnold.

8. "The Queen, the terrible maidens." - Yeats.

9. "Then upsprang the king of the Fairyland and the wind is purple and yellow."
- Yeats.

10. "Yes! Glorious sun, hail now the Mighty's heart." - Tagore.

____ son of Zeus ____ Tagore ____ warlike virgins

____ lands ____ shore of the sea ____ Swinburne

____ lamentations of Zeus ____ mother ____ Tennyson

____ Dawn of Odin ____ epic ____ Masefield

IV.

1. " Busy click of an elfin hammer,
Voice of the Leprechaun singing shrill
As he merrily plies his trade." - Allingham.

2. " Sage beneath a spreading oak
Sat the druid, hoary chief." - Cowper.

3. " They are a piece of stubborn antiquity, compared with which
Stonehenge is in its nonage," - Lamb.

4. " To the island of Avilion,
Where falls not hail, or rain or any snow,
Nor ever wind blows loudly." - Tennyson.

5. " Arm'd knights go forth to redress wrongs; some in quest of the Holy
Grail." - Whitman.

6. " Up the airy mountain
Down the rushy glen,
We daren't go a-hunting
For fear of Little Men." - Allingham.

7. " A thousand years! The grass is still the same,
The clouds as lovely as they were that time
When Deirdre was alive." - James Stephens.

8. " It was before the time of the great war
Over the White-Horned Bull and the Brown Bull." - Yeats.

9. " Surely your thoughts are of Pan, or of Wotan, or Dana?" - Colum.

10. " Sir Lancelot beside the mere
Rode at the golden close of day." - Gould.

1. " Daty alike of an ailin manner,
Value of the Antipodes singing aerial
In an earthly pilar his trade." - Allingham.

2. " Man dances a wreathing rat
At the grain, Dairy daler." - Dryer.

3. " Vady are a piece of stupore multiply, compared with man
Ignorance is in the danger." - Lamo.

4. " In the taking of Ayliffe,
There fling non-sola, or fain or any mar,
Nor was also Sirra lowly." - Tennyson.

5. " Ire'd ralgie on Tor-m to feiness wrongs; some in quest of the Dair
Gyrdi." - Whitman.

6. Why are airy mentalia
Over the rocky rim,
In dreas's co-mounting
For fear of little man." - Allingham.

7. " A stormed years! The crass is still the same,
The clouds as lovely as they were that time
When Dairie was alive." - James Stephens.

8. " It was before the time of the great war
Over the Dairy-Forest Dail and the Green Dail." - Yeats.

9. " Surely your lawgiver are of iron, or of stone, or Dairy" - Colum.

10. " Dir Jangeln beside the cave
Sang at the golden close of day." - Doula.

_____ Druidic temple

_____ chalice

_____ Milèd

_____ Paradise

_____ Celtic mother of the gods

_____ Maev and Cuchulain

_____ Knight of the Round Table

_____ the fairy shoemaker

_____ fairies

_____ Ossian

_____ priest of the ancient Celts

_____ beloved of Naoise

V.

An Essay Question:

If you were a boy or girl when the world was young, in what country would you like to have lived? Why have you chosen this particular country? Tell about it in detail, mentioning the gods you would have worshiped and the heroes you would have admired.

CHAPTER V

CONCLUSION

The advantages of the Unit Assignment Plan are probably obvious to those who have thoroughly examined this method of teaching. The application of the principles upon which this procedure is based may result in the formation of a unit in any given subject by any teacher.

Every concept and every skill in any conceptual or skilled subject-matter may be arranged in this manner. Everything taught by a teacher or by anyone has as its core a goal or skill to be attained. It is by stating the purpose of the work that it becomes clear in the mind of the teacher. Units may be devised for any grade, but the activities naturally become more varied and numerous as the grades reach higher levels.

The actual statement and material for each concept or truth which pupils should obtain from a given piece of work should be kept on file. Such a record kept on file aids in economizing the work which must be done in teaching. It will prove advantageous to experienced teachers who wish to refresh their memories occasionally as well as to beginning teachers. It gives a scientific and more concrete form to goals which have hitherto been fleeting and not altogether clear. It is a boon to the teacher who, starting in her career, does not know what to expect from her pupils, what to present to them, or

CHAPTER V

CONCLUSION

The advantages of the "bit development" plan are probably obvious to those who have thoroughly examined this method of teaching. The evaluation of the principles upon which this procedure is based may result in the introduction of a unit in any given subject by any teacher.

Every concept and every skill in any conceptual or skilled subject may be arranged in this manner. Everything gained by a teacher or by anyone has an idea - a goal or skill to be attained. It is by stating the purpose of the work that it becomes clear in the mind of the teacher. Units may be devised for any grade, and the activities naturally become more varied and interesting in the grades from higher levels.

The actual statement and material for each concept or skill which people acquire subsist from a given piece of work should be kept on file. Such a record kept on file also in connecting the work which must be done in teaching. It will prove extraordinary to experienced teachers who also in certain cases recorded occasionally as well as to beginning teachers. It gives a simplicity and more concrete form to goals which have hitherto been clearly and not alternative clear. It is a boon to the teacher too, showing in her career, how far have she to go, from her goals, what to prepare to teach, or

where to find material for her hazy purposes. If such a system were available to those in her position, school systems would have better teachers and a more organized and psychological group of units for the presentation of subject-matter.

There are many other advantages in using this method of teaching but these are left to the teachers themselves to formulate when they make use of this plan and its application of psychological principles. It is only by actual practice that each teacher can give her personal reasons for using the Unit Assignment Plan.

APPENDIX

KEY TO THE PRELIMINARY TEST FOR

A TALE OF TWO CITIES

	I.	II.	III.	IV.	V.
20	10	16	10	d	l
5	16	8	6	c	e
11	17	6	2	e	g
1	4	14	4	c	p
7	2	3	11	b	c
12	14; 18	11	19	b	k
9	3	10	12	b	i
0	0	4	5	c	e
15	10	7	8	c	a
0	8	15	7	e	h
0	0	2	18	a	n
6	0	9	13	a	j
13	21	5	16	c	d
19	0	13	9	d	f
		1	3	d	m
		12	1	"It is a far, far better thing that I do than I have ever done; it is a far, far better rest that I go to than I have ever known."	
		17	15		
			17		
			14		

KEY TO THE MASTERY TEST FOR

A TALE OF TWO CITIES

I.	II.	III.		
20	2	23	9	
1	7	14	22	
19	17	20	5	
2	1	7	19	
3	3	13		
9	4	12		
17	9	10		
14	12	24		
4	13	21		
11	5	17		
18	8	16		
6	15	8		
8	19	2		
15	14	15		
12	6	3		
5	10	1		
16	11	18		
10	16	11		
7	20	4		
13	18	6		

"It is a far, far better thing that I do than I have ever done; it is a far, far better rest that I go to than I have ever had."

IV.

a	d	e	b	b
d	d	e	a	c
b	e	b	a	e
e	b	a	d	a
a	a	c	e	a

KEY TO THE MASTERY TEST FOR

THE GROWTH OF WORDS

I.

All words are Anglo-Saxon except the following:

joined (L. or Fr.)
Christmas (L. or Gr.)
people (O.Fr. or L.)
contentedly (Fr.)
events (L.)

"My" and "put" are in reality Middle English, but due to the lack of technical knowledge, pupils may designate these words as Anglo-Saxon.

II.

a. Latin
b. Anglo-Saxon
c. Greek
d. Italian
e. German
f. German
g. Dutch
h. Scandinavian
i. French
j. French
k. Latin
l. Anglo-Saxon
m. Latin
n. French
o. Greek
p. No.Am. Indian
q. Spanish
r. French
s. Dutch
t. Arabian
u. Indian
v. No. Am. Indian
w. Celtic
x. Japanese
y. Persian
z. Mexican
aa. German
bb. Malayan
cc. German
dd. French

III.

The following words should be underlined as words of Latin origin.

people
United States
order
form
perfect
union
establish
justice
insure
domestic
tranquillity
provide
common
defense
promote
general
welfare
secure
liberty
posterity

ordain
establish
Constitution
United States
America

IV.

j	h	d	c	-	f	-
a	-	i	b	e	g	-

VI.

1. T	5. T	9. T	13. T	17. F
2. F	6. T	10. F	14. T	18. T
3. F	7. F	11. T	15. F	19. T
4. T	8. T	12. T	16. F	20. F

V.

German	Italian
wanderlust	operetta
kindergarten	malaria
sauerkraut	cameo
pretzel	macaroni
waltz	soprano
zither	virtuoso
etch	spaghetti
semester	influenza
beer	ravioli
hamburger	concerto

VII.

The French words are:

art	fry	feast	vault	chancellor
conscience	crown	baron	charity	dinner

KEY TO GREEK AND ROMAN MYTHOLOGY TEST

I.

11	4
16	12
20	2
3	9
10	-
15	13
19	7
8	18
1	5
-	22
17	21
6	23
14	-
	24
	-

II.

1. a	11. b.,d.,e
2. c	12 c
3. d	13. b
4. b	14. a
5. e	15. e
6. a	16. b
7. c	17. a.
8. b	18. e
9. a	19. e
10. a	20. b

III.

h	k
y	i
c	m
z	q
b	f
o	n
d	j
g	t
l	s
a	v

IV.

i	b	g	h
d	n	a	z
l	e	j	v
o	s	c	q
r	f	k	x

KEY TO NORSE AND CELTIC MYTHOLOGY TEST

I.		II.		III.	
4	5	e	p	15	8
8	3	k	d	16	5
15	9	h	f	19	12
20	12	c	m	3	2
11	2	v	j	20	10
17	10	i	l	17	6
18	19	a	t	18	4
1	7	w	n	13	9
14	16	g	y	1	11
13	6	b	r	14	7

IV.

d	c	s	f	q
v	w	p	i	k
x	l	h	a	n
o	b	g	e	j

KEY TO THE MASTERY TEST IN MYTHOLOGY

I.		III.	IV.
22	10	6	3
1	16	-	5
9	11	8	-
2	17	5	4
8	4	-	9
12	18	1	8
23	6	2	10
1	19	9	1
13	20	7	6
7	5	10	-
14	21	3	2
3	24	4	7
15	25		

Key to Question II is on the following page.

WORD	MEANING	ORIGINAL WORD	ORIGINAL MYTHOLOGICAL MEANING
1. titanic	enormous, huge	Titan	Giants who contended for the world against Jupiter
2. cereal	a grass-yielding grain	Ceres	Goddess of agriculture
3. Olympian	heavenly, god-like	Mt. Olympus	Abode of the gods
4. martial	of a war-like disposition	Mars	God of war
5. vulcanization	application of heat to rubber or other substances	Vulcan	God of the forge
6. museum	a collection of works of art or other objects	Muses	In whose care were the arts
7. nectar	a delicious beverage	nectar	The drink of the gods
8. Europe	one of the continents	Europa	An Asiatic princess wooed by Jupiter in the form of a bull and carried to Crete by him.
9. Athens	capital city of Greece	Athena	A city named in her honor because she gave them the olive.
10. Europa	a planet connected with Jupiter	Europa	See 8. above.
11. phaeton	a carriage	Phaeton	The chariot driven by the sun-god
12. panic	extreme or sudden fear	Pan	Present in desolate and lonely places
13. auroral	rosy	Aurora	Goddess of the dawn

[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]

WORD	MEANING	ORIGINAL WORD	ORIGINAL MYTHOLOGICAL MEANING
14. Bacchic	jovial or riotous	Bacchus	God of wine and revels
15. morphine	a drug producing relief from pain, or sleep	Morpheus	God of sleep